UNITED STATES ARMY

TRAINING MANUAL No. 1

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STUDIES IN CITIZENSHIP FOR RECRUITS

WAR DEPARTMENT
THE ADJUTANT GENERAL'S OFFICE
WASHINGTON, D. C.

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WAR DEPARTMENT,
WASHINGTON, *September 15, 1922.*

This series of Studies in Citizenship is published to furnish materials for instruction in citizenship to officers responsible for the training of recruits. Criticisms and suggestions for improvement are desired and will be sent through channels to The Adjutant General of the Army.

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BY ORDER OF THE SECRETARY OF WAR:

JOHN J. PERSHING,
General of the Armies,
Chief of Staff.

OFFICIAL:
ROBERT C. DAVIS,
The Adjutant General.

STUDIES IN CITIZENSHIP FOR RECRUITS

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INTRODUCTION

Any efficient Army, large or small, must be composed of men so selected, trained, and allocated that every technical and military requirement of the service is met adequately and promptly. Disciplining the men in the habit of instant obedience, training them in the manual of arms, and drilling them in close order and extended order formations is more important than ever before, in view of the large number of men involved.

In addition, the individual soldier, especially in combat troops, must show mental alertness, initiative, sense of responsibility, and devotion to duty to a high degree. The trained Army technician must also have these qualities developed in accordance with the requirements of his special work. Moreover, it is important that each soldier, officer, as well as enlisted man, understands fundamental business ideals and practices; that he is considerate, fair-minded, and reliable in his dealings with others; and that he understands his obligations as a citizen and is disposed to meet those obligations with fidelity and loyalty. As a basis for faithful and loyal service the enlisted man should know:

1. How to speak, write, and read simple English with understanding.
2. His duties as a soldier and citizen.
3. Enough of the long struggle for liberty to understand its meaning and to appreciate its value.
4. Enough of the sacrifices and achievements of America to inspire loyalty to the country and to the service.
5. Enough about human interdependence to inspire his disposition to act honestly, industriously, reliably, cooperatively, and thriftily.
6. Enough about current national and international problems to enable him to act intelligently in the discharge of his duties.
7. Enough about the mechanism of the American Government to understand his place and responsibilities in it.

This course for enlisted men is designed to give them such knowledge and understanding of the army and the country it serves as will help them to perform their duties with intelligence and dependable loyalty.

SUGGESTIONS FOR THE INSTRUCTOR

This course is not an information course, and the materials in it are not to be learned by rote. In training it is one thing to tell a man what he should do, and think, and feel. It is quite another matter to lead men to do, and think, and feel as they should, and that is the purpose of this course. The old adage, "we learn to do by doing," is recognized in Army training. It is equally true we learn to think by thinking. This principle is applied in the tactical walks in the training of officers and noncommissioned officers.

In tactical walks the director describes the general situation. He then sets up a problem and asks questions as to the proper action to be taken. After giving such instructions as are necessary to the proper solution of the problem, the director calls upon the members of the detachment to say what they would do under the circumstances. Other members of the detachment are called upon to criticise the answers given. During the discussion period, the director acts somewhat in the capacity of umpire, giving information, or rendering decisions from time to time, and at the close of the walk he holds a critique. In this way, while active thinking on the part of the detachment is maintained, and free discussions are held on the questions involved, the director is not drawn into argument, and does not find it necessary to debate his position.

This course should be handled by methods similar to those employed in tactical walks. Materials are presented that involve questions requiring thought to arrive at practical judgments and decisions. In the discussions that arise the officer in charge, like the director of tactical walks, need not be drawn into arguments and need not find it necessary to debate his position. The forum discussions, by which this course is to be conducted, and of which the officer in charge is the director and umpire, recognizes the principle that men learn to think by thinking. They are somewhat analogous to quickening games in physical training and are designed to develop mental alertness, initiative, and discrimination.

The introductory questions are designed to focus the attention of the men upon the topic in hand. It is not necessary that each question be settled to the complete satisfaction of everybody. Their main purpose is to get the minds of the men actively engaged with some common problem. The tactful instructor will know how to bring a discussion to a close at the proper time.

The readings are not intended primarily to give information, but are descriptions of situations, events, or expressions of opinion that open up questions for discussion. In many instances the instructor will be able to supply better questions, and will find better cases in his own experiences than those given in the readings.

The exercises in written English will be found valuable when the conditions of instruction makes it feasible to use them; otherwise, they are to be omitted.

This manual is not to be considered solely as a text for instruction purposes. In places where it is not feasible to assemble the men in small groups for instruction by means of discussion, as described above, the manual furnishes information and suggestions upon which officers may draw in preparing talks for the men. Regulations and details of organization are being changed from time to time. Officers and instructors will therefore find it necessary to revise many specific statements in the manual in order to keep it up to date.

The instructor should realize fully that the materials of this course are suggestive only, and he should not hesitate to make any additions or modifications that his own experience and local conditions suggest.

I

THE MISSION OF THE SOLDIER

NOTE TO INSTRUCTOR:

We tend to accept things with which we are familiar as a matter of course. We turn on the water and electric light without giving a thought to the men, money, and machinery that provide them for us. We expect the trains to be on time and to find the drug store open at any hour of the day or night. For a few dollars we buy a suit of clothes that woolgrowers, sailors, machinists, bankers, and a host of others have worked to produce. At every turn we use things that we could not possibly produce for ourselves. And we go about in safety unmindful of the complex arrangements that are set up to insure life, liberty, comfort, and health. We accept them all as a matter of course. It is only when something goes wrong—when the system breaks down, or when some individual or group fails in the performance of duty—that we become conscious of our dependence on others. By division of labor our hands are multiplied, and, while we work for many doing the things that fall to us to do, many are working for us and they expect us to do our part, just as we expect them to do theirs.

One of the most important problems in organizing society is to maintain law and order and to protect the people while they carry on their peaceful pursuits. Without such protection the world would soon be peopled with scattered tribes of wandering savages. It is the mission of the soldier to furnish protection, and his work requires special training to give him the knowledge and skill necessary to do it well.

INTRODUCTORY QUESTIONS:

1. What part do the following people have in the making of your clothes:

(*a*) Miners
(*b*) Sailors
(*c*) Chemists
(*d*) Machinists
(*e*) Woolgrowers
(*f*) Stenographers
(*g*) Bankers
(*h*) Merchants
(*i*) Locomotive engineers
(*j*) Teachers

2. What people, working together, got your breakfast for you?
3. How are you dependent upon the faithfulness and honesty of other people? How are other people dependent on your faithfulness and honesty?
4. What is division of labor?
5. How does the policeman help in getting food, clothing, and other things for you?
6. How would it affect you if there were no policemen?
7. How do soldiers help people to get the things they want?
8. Why does the United States have soldiers?
9. What do soldiers do to pay for what others do for them?

READINGS:

1

John Logan lived in a small Massachusetts village 100 years ago. He had a growing family, the land was poor, and work scarce. It was hard for him to make a living and he saw that it would be still harder there for his children to get along. Hearing of the rich land to the West to be had for nothing, he loaded his family and his goods into a covered wagon and, with several of his neighbors, drove through to what is now northern Ohio. Here he settled down, with the help of his neighbors built a log cabin, cleared a patch of ground, and began to farm the land. He worked in the field, plowing, sowing, cultivating, and harvesting the crop, his gun always at hand to protect his wife and children against inroads from the Indians. The protection he could give them was slight. His old flintlock musket could be fired but once and then had to be reloaded slowly. In case of a raid he was one man against many, with his nearest neighbors some distance away. The best he could do was to hold back the Indians until his family could find safety in the log house or the stockade. In times past many families were wiped out by the Indians because they did not have proper protection.

2

Some years ago a flood at Dayton, Ohio, destroyed a large amount of property and killed many people. During the disorder that took place soldiers policed the city; guarded and helped distribute to those in want the food, clothing, and other supplies sent in from the outside; assisted in the rescue of many people; helped clean away the rubbish left by the flood; built temporary bridges; and even manned some of the street cars.

3

On October 12, 1918, Lieutenant Woodfill was ordered with his patrol to take Company M forward to make a reconnaisance to

determine the main line of resistance of the enemy just north of Bois de Romagne forest. The following citation accompanying the congressional medal of honor awarded him tells the rest:

"For conspicuous gallantry and intrepidity above and beyond the call of duty in action with the enemy at Cunnel, France, October 12, 1918. While he was leading his company against the enemy his line came under heavy machine-gun fire, which threatened to hold up the advance. Followed by two soldiers at 25 yards, this officer went out ahead of his first line toward a machine-gun nest and worked his way around its flank, leaving two soldiers in front. When he got within 10 yards of the gun it ceased firing and four of the enemy appeared, three of whom were shot by Lieutenant Woodfill. The fourth, an officer, rushed at Lieutenant Woodfill, who attempted to club the officer with his pistol. After a hand-to-hand struggle he killed the officer with his pistol. His company thereupon continued to advance until, shortly afterwards, another machine-gun nest was encountered. Calling his men to follow, Lieutenant Woodfill rushed ahead of his line in the face of heavy fire from the nest, and when several of the enemy appeared above the nest he shot them, capturing three other members of the crew and silencing the gun. A few minutes later this officer for the third time demonstrated conspicuous daring by charging another machine-gun position and killing five men in a machine-gun pit with his rifle. He then drew his revolver and started to jump into the pit when two other gunners turned their guns on him. Failing to keep them back with his revolver, he grabbed a pick lying near and killed both of them. Inspired by the exceptional courage displayed by this officer, his men pressed on to their objective under severe shell and machine-gun fire."

4

In the summer of 1900 Dr. Walter Reed and a group of other Army surgeons were investigating the cause of yellow fever in Habana, Cuba. In studying the theory that the disease was transmitted by the bite of a certain mosquito, it became necessary to have subjects who would submit themselves for experiment with the possible result of contracting yellow fever.

"The subject of the first experiment was a young private from Ohio, named John R. Kissinger, who volunteered for the service, to use his own words, 'solely in the interest of humanity and the cause of science.' When it became known among the troops that subjects were needed for experimental purposes, Kissinger, in company with another young private named John J. Moran, also from Ohio, volunteered their services. Dr. Reed talked the matter over with them, explaining fully the danger and suffering involved in

the experiment should it be successful, and then, seeing they were determined, he stated that a definite money compensation would be made them. Both young men declined to accept it, making it, indeed, their sole stipulation that they should receive no pecuniary reward, whereupon Major Reed touched his cap, saying respectfully, 'Gentlemen, I salute you.' Reed's own words in his published account of the experiment on Kissinger are: 'In my opinion, this exhibition of moral courage has never been surpassed in the annals of the Army of the United States.'"

(Adapted from S. Report No. 574, 61st Cong., 2d sess.)

(See Yellow Fever, S. Doc. No. 822, 61st Cong., 3d sess., pp. 30–31.)

Questions on Readings:

1. Why did the Indians attack the settlers in Ohio?
2. Why was Logan at a disadvantage in fighting the Indians?
3. What improvements have been made over the flintlock musket?
4. What changes in the life of the people have taken place that have made those improvements possible?
5. Why would trained soldiers have defended the land against the Indians better than the scattered settlers could defend it?
6. Why was Logan's method a wasteful one?
7. Is it a waste for the Government to keep soldiers? Explain.
8. Why were the soldiers more useful than civilians during the Dayton flood?
9. What might have happened in Dayton if no soldiers had been present to help?
10. What was the mission of Lieutenant Woodfill?
11. What did he do "above and beyond" the call of duty?
12. What effect did his action have on his men?
13. What characteristics of a good soldier did Lieutenant Woodfill show?
14. Why was the action of John R. Kissinger and John J. Moran commendable?
15. What makes a good soldier?
16. Is it necessary to be a hero to be a good soldier?
17. From the readings given make a list of the things a soldier may be called upon to do.
18. Why were soldiers trained before being sent to Europe?
19. What does it take to make an army?
20. What services were performed during the great war by the American soldier who remained at home?
21. In a few words summarize the mission of the soldier.

II

THE ORGANIZATION OF THE ARMY

NOTE TO INSTRUCTOR:

We have only to look about us to see the great importance of organization in life. Every man can go about the work in which he is interested only because the work of the world is organized. When we want something to eat, we go to the grocery store and buy it. When we want clothes, we go to the clothing store for them. When we need medical advice, we call a physician. When we need legal advice, we consult a lawyer. When we need money, we ask the bank for help. When we wish to travel, we use the railroad. In a well-ordered society, every man does his special work, in which he becomes proficient, while others do other things which are useful to the group. Even individual enterprises are organized. A bank has its board of directors, president, vice presidents, cashiers, bookkeepers, paying and receiving tellers, errand boys, and janitors. Thus all people form a great team, each having his special part to play. To be a good player, each must know how to do his part and must play according to the spirit and rules of the game.

The Army's part in our national team is to defend us against undue interference. We have great wealth and certain national ideals and traditions. We can not afford to have them destroyed. To defend them, the Army must be thoroughly organized, and must cultivate every virtue of team-play.

It is the purpose of this period to discuss army organization from the standpoint of individual responsibility of the soldier, that he may be led to feel that in the performance of the routine of military service, he is executing the collective will of the people as it comes through the various official channels from the commanding general, even from the President, down to him.

INTRODUCTORY QUESTIONS:

1. What is an army?
2. What is the difference between an army and a mob?
3. Why is an army more effective than a mob?

READING:

The war strength organization of the Infantry, which is typical of all arms of the military service, is as follows:

1. *The squad.*—The squad consists of eight men, including a corporal in charge. The squad is the unit in which the private

soldier lives, eats, sleeps, fights, and has his being until promotion or disability removes him from its associations. It is the team in which he learns and plays the fighting game. Outside of it the private soldier has few interests. The squad is the unit upon which all of the work of the platoon and the company depend. Unless the men of each squad work together as a single man, the work of the platoon becomes well-nigh impossible.

2. *The platoon.*—Strictly a fighting unit. It is normally composed of six squads, with noncommissioned officers and others who bring the total up to a strength of 57 enlisted men. It is commanded normally by a lieutenant. For combat the platoon is divided into two sections. Each section is normally under the command of a sergeant, who has a corporal (section guide) as an assistant. The lieutenant commanding the platoon is known as the platoon leader, and he has as an assistant a platoon sergeant and a detachment of privates for duty as runners and signal men. This makes up the platoon headquarters. The education of the soldier is begun in the squad and finished in the platoon. When he learns what is expected of the squad and the platoon, and acquires the spirit of team-play in these organizations, he is a trained and efficient member of his organization.

3. *The company.*—The rifle company consists of three platoons and the company headquarters, consisting of a detachment of noncommissioned officers, clerks, buglers, cooks, runners, and signal men. The total strength of a company is 200 men and six officers. The company serves as a link to hold the platoons together and make them mutually supporting. The company commander assigns missions to the platoons in combat. The platoons apply to him for assistance they may need in carrying out their mission. The company is also the housekeeping agency—platoons do the fighting, but that is all they do as platoons. They must eat, sleep, draw clothing and pay, and be supplied with shelter, bathing facilities, and medical attendance. The company organization provides for all of this. The company may be likened to a large family, with three fighting members, the platoons, and a housekeeping member, the company headquarters.

4. *The battalion.*—The battalion is composed of five companies, three rifle companies, one machine-gun company, and one headquarter company. It is normally commanded by a major.

5. *The regiment.*—Three battalions, headquarters company, howitzer company, service company, attached medical department, and chaplain form a regiment, commanded by a colonel.

6. *The brigade.*—Two Infantry regiments, brigade headquarters, headquarters company, medical department, and chaplain form a brigade, commanded by a brigadier general.

7. *The division.*—Two Infantry brigades, one Artillery brigade of two regiments, one Engineer regiment, one medical regiment, division Air Service, special troops, division headquarters, division train, attached medical department, commanded by a major general.

8. *The corps.*—Two or more divisions and additional units of Artillery, sanitary train, and supply, commanded by an officer of the rank of major general or above.

9. *The Army.*—Two or more corps, and special troops such as heavy artillery, Air Service, Motor Transport, and military police service, commanded by an officer of the rank of major general or above.

QUESTIONS ON READING:

1. Why is a baseball player trained to play a definite place on the team?

2. Why does the manager of a team not change the players about for variety?

3. Why does a railroad company have a president and a board of directors?

4. Why does a locomotive engineer obey orders and observe signals?

5. Why should a railroad company have a general freight agent, a general passenger agent, dispatchers, division superintendents, section foremen, etc.?

6. What would happen to a bank if everybody from the errand boy to the president should have authority to say how the bank should be run?

7. Is it any less important for an Army to be thoroughly organized than for a bank or a railroad? Why?

8. Some maintain that it is much more important for an Army to be well organized. Why may they be right in their opinion?

9. Why do we have units so small as the squad?

10. To whom are the members of a squad directly responsible?

11. Has a private soldier done his duty when he has executed the instructions of his squad leader?

12. Why can not the commanding general or the colonel of a regiment be directly in control of every man?

13. What are the reasons for having platoon organization?

14. What special functions has the company organization? The battalion? The regiment?

15. In what respects does the Army team resemble a baseball team?

16. What effect does the failure of one player have on a team?

17. What relation does the failure of one squad to achieve the objective assigned to it have to the achievements of the platoon? The company? The regiment?

18. When is a man a good soldier?

III

MILITARY DISCIPLINE

NOTE TO INSTRUCTOR:

The purpose of military discipline is to secure appropriate, effective, and prompt action on all occasions, whether the soldier is placed where he can act under orders or is so situated that he must act upon his own initiative. This indicates the necessity for the development of the habit of instant obedience to orders, and the habit of prompt execution of his own decisions when occasion arises.

No mechanical formula can be given for the development of these tendencies to act. At times it is necessary to exercise arbitrary and driving authority. By and large, however, the soldier who takes an interest in his work and who understands its purpose and importance will be more reliable than the one who yields passive obedience only.

The skillful leader will employ any or all means at his legitimate disposal to achieve the ends desired. Experience has shown that men are actuated by many motives and the best results are secured when the soldier has confidence in his officer, is ambitious to advance, understands the significance of what he is doing, and likes military life. One effective way to build up these desirable attitudes is through carefully directed discussions of the meaning and purpose of discipline and the means employed to secure it.

INTRODUCTORY QUESTIONS:

1. How do the players of a football game know what to do?
2. Why do they have signals?
3. Why do they practice their plays over and over?
4. What would happen if each player paid no attention to the signals and tried to do as he pleased?
5. When does a player have to use his own judgment?
6. In what respects is a soldier like a member of a football team?
7. Why can 100 trained soldiers control a mob of a thousand men?
8. What is the difference between an army and a mob?

READINGS:

1

At one of the training camps during the war an officer addressed a squad of new recruits as follows:

"Men, I want you to get the right idea of the salute. I do not want you to think that you are being compelled to salute me as an individual. No! When you salute me, you are simply rendering respect to the power I represent; and the power I represent is you.

Now, let me explain. You elect the President of the United States, and the President of the United States grants me a commission to represent his authority in this Army. His only authority is the authority that you invest in him when you elect him President. Now, when you salute an officer, you salute not the man, but the representative of your authority. The salute is going to be rigidly enforced in this Army, and I want you to get the right idea of it. I want you to know what you salute and why."

(Adapted from Community Civics, Dunn, p. 51.)

2

When people use the word "habit," in the majority of instances it is a bad habit which they have in mind. They talk of the smoking habit, and the swearing habit, and the drinking habit, but not of the habit of obedience, or the habit of self-control, or the habit of courage. But the fact is that our virtues are habits as much as our vices. All our life, so far as it has definite form, is but a mass of habits. * * *

Ninety-nine hundredths, or, possibly, nine hundred and ninety-nine thousandths of our activity is purely habitual, from our rising in the morning to our lying down each night. Our dressing and undressing, our eating and drinking, our greetings and partings, our hat raisings and giving way for ladies to precede; nay, even most of the forms of our common speech, are things of a type so fixed by repetition that we do them without thinking.

* * * There is no more miserable human being than one to whom nothing is habitual but indecision, and for whom the lighting of every cigar, the time of rising and going to bed every day, and the beginning of every bit of work are subjects of express volitional deliberation. Full half the time of such a man goes to the deciding or regretting of matters which ought to be so ingrained in him as practically not to exist for his consciousness at all.

(Adapted from Talks to Teachers, Wm. James, pp. 64–67.)

3

In all this Cuban business there is one man that stands out on the horizon of my memory like Mars at perihelion. When war broke out between Spain and the United States, it was necessary to communicate quickly with the leader of the insurgents. Garcia was somewhere in the mountain fastness of Cuba—no one knew where. No mail or telegraph message could reach him. The President must secure his cooperation and quickly.

What to do!

Some one said to the President, "There's a fellow by the name of Rowan who will find Garcia for you, if anybody can."

Rowan was sent for and given a letter to be delivered to Garcia.

"The fellow by the name of Rowan" took the letter, sealed it up in an oilskin pouch, strapped it over his heart, in four days landed by night off the coast of Cuba from an open boat, disappeared into the jungle, and in three weeks came out on the other side of the island, having traversed a hostile country on foot and delivered his letter to Garcia.

McKinley gave Rowan a letter to be delivered to Garcia; Rowan took the letter and did not ask, "Where is he at?" By the Eternal! there is a man whose form should be cast in deathless bronze and the statue placed in every college of the land. It is not book learning men need, nor instruction about this and that, but a stiffening of the vertebræ which will cause them to be loyal to a trust, to act promptly, concentrate their energies; do the thing—"carry a message to Garcia!"

No man who has endeavored to carry out an enterprise where many hands are needed but has been well-nigh appalled at times by the imbecility of the average man—the inability or unwillingness to concentrate on a thing and to do it. * * * Put this matter to a test; you are sitting now in your office—six clerks are within call. Summon any one and make this request: "Please look in the encyclopedia and make a brief memorandum for me concerning the life of Correggio."

Will the clerk quietly say, "Yes, sir," and go do the task?

On your life he will not. He will look at you out of a fishy eye, and ask one or more of the following questions:

Who is he?

What encyclopedia?

Where is the encyclopedia?

Was I hired for that?

Don't you mean Bismarck?

What's the matter with Charlie doing it?

Is there any hurry?

Shan't I bring you the book and let you look it up yourself?

What do you want it for?

And I will lay you 10 to 1 that after you have answered the questions, and explained how to find the information, and why you want it, the clerk will go off and get one of the other clerks to help him find Garcia—and then come back and tell you there is no such man. Of course, I may lose my bet, but according to the law of averages, I will not. * * *

My heart goes out to the man who does his work when the "boss" is away as well as when he is at home. And the man who, when given

a letter for Garcia, quietly takes the missive, without asking any idiotic questions, and with no lurking intention of chucking it into the nearest sewer, or of doing aught else but delivering it, never gets "laid off," nor has to go on a strike for higher wages. Civilization is one long anxious search for just such individuals. Anything such a man asks shall be granted; his kind is so rare that no employer can afford to let him go. He is wanted in every city, town, and village—in every office, shop, store, and factory. The world cries out for such; he is needed, and needed badly—the man who can carry a message to Garcia.

(Adapted from the Message to Garcia, Elbert Hubbard.)

QUESTIONS ON READINGS:

1. What is the meaning of the salute?
2. Why is the salute good for discipline?
3. What is a habit? How are habits acquired?
4. What are good habits?
5. What did Rowan do?
6. Why was Rowan given the mission of finding Garcia?
7. How was Rowan different from the clerks described?
8. What kind of an Army would it be if soldiers behaved like the clerks when given orders?
9. What is meant by a "stiffening of the vertebræ"?
10. What is the purpose of military discipline?
11. How does military discipline influence the soldier to do his duty when his commanding officer is not in sight?

IV

MILITARY LAW

NOTE TO INSTRUCTOR:

Wherever people are dependent upon one another and work together there must be rules to regulate their actions—"rules of the game." In the Army these rules are enactments of Congress and are called military laws. Since ignorance of the law excuses no one, it is important that those who are subject to military law know what these laws are and what are their rights and duties under them. Such is the purpose of the next two periods.

INTRODUCTORY QUESTIONS:

1. What is the importance of having certain rules in any athletic game?
2. Why is it essential that the players know the rules of the game?
3. Why do we have laws?

READING:

The following regulations are taken from the Articles of War as recently approved:

ARTICLE 3. *Courts-martial classified.*—Courts-martial shall be of three kinds, namely: First, general courts-martial; second, special courts-martial; and third, summary courts-martial.

ARTICLE 12. *General courts-martial.*—General courts-martial shall have power to try any person subject to military law for any crime or offense made punishable by these articles, and any other person who by the law of war is subject to trial by military tribunals: *Provided*, That no officer shall be brought to trial before a general court-martial appointed by the Superintendent of the Military Academy: *Provided further*, That the officer competent to appoint a general court-martial for the trial of any particular case may, when in his judgment the interest of the service shall so require, cause any case to be tried by a special court-martial, notwithstanding the limitations upon the jurisdiction of the special court-martial as to offenses set out in article 13; but the limitations upon jurisdiction as to persons and upon punishing power set out in said article shall be observed.

ARTICLE 13. *Special courts-martial.*—Special courts-martial shall have power to try any person subject to military law for any crime or offense not capital made punishable by these articles: *Provided*, That the President may, by regulations, except from the jurisdiction of special courts-martial any class or classes of persons subject to military law.

Special courts-martial shall not have power to adjudge confinement in excess of six months, nor to adjudge forfeiture of more than two-thirds pay per month for a period of not exceeding six months.

ARTICLE 14. *Summary courts-martial.*—Summary courts-martial shall have power to try any person subject to military law, except an officer, a member of the Army Nurse Corps, a warrant officer, an Army field clerk, a field clerk Quartermaster Corps, a cadet or a soldier holding the privileges of a certificate of eligibility to promotion, for any crime or offense, not capital, made punishable by these articles: *Provided*, That noncommissioned officers shall not, if they object thereto, be brought to trial before a summary court-martial without the authority of the officer competent to bring them to trial before a general court-martial: *Provided further*, That the President may, by regulations, except from the jurisdiction of summary courts-martial any class or classes of persons subject to military law.

Summary courts-martial shall not have power to adjudge confinement in excess of one month, restriction to limits for more than three months, or forfeiture or detention of more than two-thirds of one month's pay.

ARTICLE 15. *Jurisdiction not exclusive.*—The provisions of these articles conferring jurisdiction upon courts-martial shall not be construed as depriving military commissions, provost courts, or other military tribunals of concurrent jurisdiction in respect of offenders or offenses that by statute or by the law of war may be triable by such military commissions, provost courts, or other military tribunals.

ARTICLE 17. *Trial judge advocate to prosecute; counsel to defend.*—The trial judge advocate of a general or special court-martial shall prosecute in the name of the United States, and shall, under the direction of the court, prepare the record of its proceedings. The accused shall have the right to be represented in his defense before the court by counsel of his own selection, civil counsel if he so provides, or military if such counsel be reasonably available, otherwise by the defense counsel duly appointed for the court pursuant to Article 11. Should the accused have counsel of his own selection, the defense and assistant defense counsel, if any, of the court shall, if the accused so desires, act as his associate counsel.

ARTICLE 24. *Compulsory self-incrimination prohibited.*—No witness before a military court, commission, court of inquiry, or board, or before any officer conducting an investigation, or before any officer, military or civil, designated to take a deposition to be read in evidence before a military court, commission, court of inquiry, or board, or before an officer conducting an investigation, shall be compelled to incriminate himself or to answer any question the answer

to which may tend to incriminate him, or to answer any question not material to the issue when such answer might tend to degrade him.

ARTICLE 28. *Certain acts to constitute desertion.*—Any soldier who, without having first received a regular discharge, again enlists in the Army, or in the militia when in the service of the United States, or in the Navy or Marine Corps of the United States, or in any foreign army, shall be deemed to have deserted the service of the United States; and where the enlistment is in one of the forces of the United States mentioned above, to have fraudulently enlisted therein.

Any person subject to military law who quits his organization or place of duty with the intent to avoid hazardous duty or to shirk important service shall be deemed a deserter.

QUESTIONS ON READING:

1. What is the importance of insisting that a soldier, whether officer or enlisted man, give instant obedience to his superior?
2. What is the advantage of having men in an organization know what is expected of them?
3. Why is it ordered that certain of the Articles of War be read to a man when he enlists and at regular intervals thereafter?
4. Why must we have courts-martial?
5. What are the three kinds of courts-martial?
6. What is the meaning of the word "jurisdiction"?
7. What is the jurisdiction of each of these courts-martial:
   (*a*) As to persons?
   (*b*) As to punishment?
8. What is meant by self-incrimination? How is it regarded by a military court?
9. Who decides whether an answer to a question will incriminate the witness?
10. Can the accused be compelled to testify in all cases? In what cases?

V

MILITARY LAW (Continued)

NOTE TO INSTRUCTOR:

The purpose of this period is the same as that of the previous lesson. A few hypothetical cases are given. The instructor, out of his experience and actual contacts, will be able to add many others to help drive home the lessons most needed in the particular organization.

INTRODUCTORY QUESTIONS:

1. Why is it that two persons need more rules or laws than one person?
2. The American Indians had very few laws. The American Nation to-day has thousands of laws. Explain.
3. The strictest rules ever made are to be found in the Army. Why is this?
4. How do the Articles of War protect the life, liberty, and property of soldiers?

READING:

ARTICLE 58. *Desertion.*—Any person subject to military laws who deserts or attempts to desert the service of the United States shall, if the offense be committed in time of war, suffer death or such other punishment as a court-martial may direct, and, if the offense be committed at any other time, any punishment, excepting death, that a court-martial may direct.

ARTICLE 59. *Advising or aiding another to desert.*—Any person subject to military law who advises or persuades or knowingly assists another to desert the service of the United States shall, if the offense be committed in time of war, suffer death or such other punishment as a court-martial may direct, and if the offense be committed at any other time, any punishment, excepting death, that a court-martial may direct.

ARTICLE 61. *Absence without leave.*—Any person subject to military law who fails to repair at the fixed time to the properly appointed place of duty, or goes from the same without proper leave, or absents himself from his command, guard, quarters, station, or camp without proper leave, shall be punished as a court-martial may direct.

ARTICLE 106. *Arrest of deserters by civil officials.*—It shall be lawful for any civil officer having authority under the laws of the United States, or of any State, Territory, District, or possession of

the United States, to arrest offenders, summarily to arrest a deserter from the military authorities of the United States.

ARTICLE 63. *Disrespect toward superior officer.*—Any person subject to military law who behaves himself with disrespect toward his superior officer shall be punished as a court-martial may direct.

ARTICLE 64. *Assaulting or willfully disobeying superior officer.*—Any person subject to military law who, on any pretense whatsoever, strikes his superior officer or draws or lifts up any weapon or offers any violence against him, being in the execution of his office, or willfully disobeys any lawful command of his superior officer, shall suffer death or such other punishment as a court-martial may direct.

ARTICLE 65. *Insubordinate conduct toward noncommissioned officer.*—Any soldier who strikes or assaults, or who attempts or threatens to strike or assault, or willfully disobeys the lawful order of a warrant officer or a noncommissioned officer, while in the execution of his office, or uses threatening or insulting language, or behaves in an insubordinate or disrespectful manner toward a warrant officer or a noncommissioned officer while in the execution of his office, shall be punished as a court-martial may direct.

ARTICLE 66. *Mutiny or sedition.*—Any person subject to military law who attempts to create, or who begins, excites, causes, or joins in any mutiny or sedition in any company, party, post, camp, detachment, guard, or any other command, shall suffer death or such other punishment as a court-martial may direct.

ARTICLE 75. *Misbehavior before the enemy.*—Any officer or soldier who, before the enemy, misbehaves himself, runs away, or shamefully abandons or delivers up or by any misconduct, disobedience, or neglect endangers the safety of any fort, post, camp, guard, or other command which it is his duty to defend, or speaks words inducing others to do the like, or casts away his arms or ammunition, or quits his post or colors to plunder or pillage, or by any means whatsoever occasions false alarms in camp, garrison, or quarters, shall suffer death or such other punishment as a court-martial may direct.

ARTICLE 86. *Misbehavior of sentinel.*—Any sentinel who is found drunk or sleeping upon his post, or who leaves it before he is regularly relieved, shall, if the offense be committed in time of war, suffer death or such other punishment as a court-martial may direct; and if the offense be committed in time of peace, he shall suffer any punishment, except death, that a court-martial may direct.

ARTICLE 89. *Good order to be maintained and wrongs redressed.*—All persons subject to military law are to behave themselves orderly in quarters, garrison, camp, and on the march; and any person subject to military law who commits any waste or spoil, or willfully destroys any property whatsoever (unless by order of his command-

ing officer), or commits any kind of depredation or riot, shall be punished as a court-martial may direct. Any commanding officer who, upon complaint made to him, refuses or omits to see reparation made to the party injured, in so far as the offender's pay shall go toward such reparation, as provided for in Article 105, shall be dismissed from the service, or otherwise punished, as a court-martial may direct.

Article 96. *General article.*—Though not mentioned in these articles, all disorders or neglects to the prejudice of good order and military discipline, all conduct of a nature to bring discredit upon the military service, and all crimes or offenses not capital of which persons subject to military law may be guilty shall be taken cognizance of by a general or special or summary court-martial, according to the nature and degree of the offense, and punished at the discretion of such court.

Article 109. *Oath of enlistment.*—At the time of his enlistment every soldier shall take the following oath or affirmation: "I, _____ _____, do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States of America; that I will serve them honestly and faithfully against all their enemies whomsoever; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to the Rules and Articles of War." This oath or affirmation may be taken before any officer.

Article 110. *Certain articles to be read and explained.*—Articles 1, 2, and 29, 54 to 96, inclusive, and 104 to 109, inclusive, shall be read and explained to every soldier at the time of his enlistment and muster in, or within six days thereafter, and shall be read and explained once every six months to the soldiers of every garrison, regiment, or company in the service of the United States.

Questions on Reading:

1. When is a soldier a deserter?
2. What is the distinction between deserting and attempting to desert?
3. What punishment may be given a deserter in time of war? In time of peace?
4. Why should the punishment for any person subject to military law who advises or persuades or knowingly assists another to desert be the same as the punishment for the deserter?
5. What is meant by mutiny? What is the penalty?
6. In what respects does Article 96 cover all other articles? How is it possible to try a person subject to military control under this article when trial under other articles is not possible?

7. Under what conditions can a person subject to military law be brought to trial by civil authorities? (See Art. 74.)

8. In addition to approval, when is the confirmation of the President required before the sentence of a court-martial can be carried into execution? (See Art. 48.)

9. Private Brown, without having been discharged, again enlists in the Army or in the militia in the service of the United States. Of what offense is he guilty? What courts-martial may try him? What proof is necessary to convict him?

10. Where a prisoner is committed to the commander of a guard, party, escort, or convoy, and is released by, or escapes from, a subordinate or subordinates to whom the commander has duly delegated custody of the prisoner, or to whom that duty falls as an incident of duty, who is responsible? What is the usual penalty?

11. Private Jones, in time of war, made known to Brown a certain countersign, thinking that Brown was entitled to receive it. Brown was not entitled to receive it and Jones was arrested. Will the fact that Jones *thought* Brown was entitled to receive the countersign be a good defense? Why? Suppose Jones was not entitled to receive the countersign and had just happened to find out what it was. Would he still be guilty? What is the punishment for an offense of this kind?

VI

ENGLISH

NOTE TO INSTRUCTOR:

The upshot of the five preceding lessons is that organization is essential to the proper functioning of any group—particularly the Army. The purpose here is to restate the case as concisely as possible. Attention should be given to the method of expressing the thought.

It is not enough only to have the men express themselves orally. After the preliminary oral summary based on questions as here suggested, the instructor should have the men reduce their thoughts to a brief written statement. He should take advantage of this timely opportunity to teach practical English expressions.

REVIEW QUESTIONS:

1. What is meant by team work?
2. Tell about some game that was lost because of poor team work.
3. Would it be possible to have a Government without laws? Why?
4. Did you ever hear of a large business concern that had no rules or regulations? Why should a factory have rules?
5. Why are rules made for the playing of all games?
6. A football coach will put his best player off the team just before an important game if the player breaks the rules of training. Why should he do this?
7. What are the advantages of having trains run on schedule time? Who is responsible for running them on time?
8. If everybody wanted always to do what is right, would we need laws or rules of conduct? Why?
9. Why should an army have regulations and require absolute obedience to them?

Write not more than 12 sentences on the subject, Why rules and regulations are necessary in the Army.

NOTE TO INSTRUCTOR:

After the oral review of the preceding five lessons, the men probably know why rules and regulations are necessary in the Army, but many of them do not know how to write well what they know about it. Let them try. When you have given them reasonable time to write their sentences, they will probably feel the need of help. It is then your chance to teach.

If it is possible, have a blackboard at hand. Take charge of the class. Remind the men that good writing follows clear thinking and careful planning. A good sentence is easy to understand. It seizes upon a thought and holds it to the end. It uses the simplest words possible and admits only the words that are necessary. It possesses the exactness professed by the business man who has over his door the motto, "No admission except on business."

But here they are to write not one sentence only, but 12 sentences on one subject. To do this they must have a starting place and a definite place to go. The end is settled for them. They must say why rules and regulations are necessary in the Army. Obviously, however, they may start from many different places, 12 thought stages or sentences away. Once they have made a start, they must go directly to the end. Each sentence must take the thought and carry it forward. Together the sentences must make it plain why the Army should have rules and regulations.

Ask the men to keep their sentences for reference while they help you write the 12 sentences on the blackboard. Discuss with them each thought step you take. One way to do this follows:

1. Since we are to write about why the Army needs rules and regulations, the question arises, does the Army need rules; and if it does, is it the only organization that has to have regulations? Of course, we know that any kind of an organization has to have rules and regulations. This gives us a clue to our first sentence. Let us admit this in the following statement or sentence.

> In these days, whenever a thing is to be done—a railroad to be built, a factory to be run, a game to be played, or an army to be organized—there must be a definite plan of what is to be done and a group of people to do it.
>
> or
>
> In these days, whenever a thing is to be done, there must be a definite plan of what is to be done and a group of people to do it.

Question. Which of these sentences is better? Why?
(Erase the sentence rejected.)

2. Now, let us see if we can get a suggestion for our second sentence from this one. We have said that when a thing is to be done there must be a plan and a group of people. Do you suppose that a group of people could go to work on a project without deciding what part each should do and making rules for doing the job? Would they get much done if each went his own way, doing what he thought best? Why?

Let us put the thought into two or three sentences:

When people do things together they must have rules to work by and must obey them. If the members of the group fail to follow the plan or to obey the rules, they come to confusion. This is true in any enterprise of work or play.

3. Now, we have a general statement here in three sentences that if a group of people working on a particular task fail to follow the rules, they come to confusion. Can we support this general statement by giving specific examples? Let us try it in the following group of sentences:

In a baseball game there are nine players each having a special thing to do. If a player fails to do his part as indicated in the plan, or if he disobeys the rules of the game, he endangers the interests of the whole team. In the manufacture of shoes there are over 100 different processes. If a man in charge of any one of these processes fails to do his part, he disturbs the work of the whole factory. It requires but little imagination to foresee what would occur if the public schools had no rules and regulations, or required no one to obey them if they had them.

4. Now, if rules and regulations are so universally used to promote the effective operation of a group of people engaged upon an enterprise, can we conclude that they are equally necessary for an army? Would we be justified in saying that they are even more necessary in an army than in other organizations? If we are so justified, let us first make the general statement to that effect, connecting it up with what we have just said:

In such enterprises as these, however, the results of disregard for rules are as nothing to disobedience in an army.

Question. Can you suggest a better way to state this idea? If a better sentence is suggested, use it.

5. Why can we make such a broad statement about the Army? Let us express this in a sentence or two:

In an army the stake is human life and national honor. The rules and regulations in an army, therefore, must be worked out in great detail, and must be observed with instant obedience by every soldier from the commander to the private.

6. Now, have the men copy in their notebooks the 12 sentences you have developed on the blackboard. Unless there have been better sentences suggested in certain cases, they will appear as follows:

In these days, whenever a thing is to be done—a railroad to be built, a factory to be run, a game to be played, or an Army

to be organized—there must be a definite plan of what is to be done and a group of people to do it. When people do things together they must have rules to work by and must obey them. If the members of the group fail to follow the plan or obey the rules, they come to confusion. This is true in any enterprise of work or play. In a baseball game there are nine players, each having a special thing to do. If a player fails to do his part as indicated in the plan, or if he disobeys the rules of the game, he endangers the interests of the whole team. In the manufacture of shoes there are over 100 different processes. If a man in charge of any one of these processes fails to do his part, he disturbs the work of the whole factory. It requires but little imagination to foresee what would occur if the public schools had no rules and regulations, or required no one to obey them if they had them. In such enterprises as these, however, the results of disregard for rules are as nothing to disobedience in an army. In an army the stake is human life and national honor. The rules and regulations here must be worked out in great detail and observed with instant obedience by every soldier, from the commander to the private.

7. You can now make the point that good writing is just the orderly development of one's thought. One sentence suggests another. Unless one sentence grows naturally out of what preceded it, the thought will be found to be confused.

VII

ADMINISTRATION OF THE ARMY

NOTE TO INSTRUCTOR:

The control of the Army goes back of the officers to the President and Congress of the United States. Officers in enforcing obedience to the rules and regulations are themselves obeying the orders of the American people given through representatives to whom they have intrusted the authority to govern.

This period affords opportunity to bring out the executive, legislative, and judicial functions, not only of the Government, but of any organization. It also affords opportunity to make clear the place and importance of staff service.

INTRODUCTORY QUESTIONS:

1. Why do we call our country the United States?
2. Why did the States form a Union?
3. What holds the States together?

READINGS:

1

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE III.

SECTION 1. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish.

ARTICLE I.

SECTION 1. All legislative power herein granted shall be vested in a Congress of the United States, which shall consist in a Senate and House of Representatives.

SECTION 8. The Congress shall have power * * * to provide for the common defence * * *;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a Navy;

To make rules for the Government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

To provide for organizing, arming, and disciplining the militia, and for governing such parts of them as may be employed in the service of the United States, reserving to the States, respectively, the appointment of the officers and the authority of training the militia according to the discipline prescribed by Congress.

ARTICLE II.

SECTION 1. The executive power shall be vested in a President of the United States of America.

SECTION 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the militia of the several States, when called into the actual service of the United States; * * *.

2

It is impossible for the President to know all about the things that the Government must do, and he could not see that they were all done even if he knew what ought to be done. At present there are 10 executive departments. Each department has a head called a Secretary. The 10 Secretaries make up a Cabinet who advises the President as to what should be done, and each Secretary in his own department represents the President. These departments are as follows:

Department of State, July 27, 1789.
War Department, August 7, 1789.
Department of the Treasury, September 2, 1789.
Post Office Department, May 8, 1794.
Navy Department, April 30, 1798.
Interior Department, March 3, 1849.
Department of Justice, June 22, 1870.
Department of Agriculture, February 9, 1889.
Department of Commerce, February 14, 1903.
Department of Labor, March 3, 1913.

3

The Secretary of War supervises the organization, equipment, training and movement of the Army. He is aided by an organized group of officers, who, with the Chief of Staff and a Deputy Chief of Staff, form the General Staff. It is the duty of the General

Staff to study army problems and to formulate plans and policies. This work is divided into the divisions of—

G–1. Personnel.
G–2. Military intelligence.
G–3. Operations and training.
G–4. Supply.
War plans.

The seven combat branches of the service are as follows:

Infantry.—The primary weapons are the rifle and the bayonet, and ultimate success depends upon their skillful and aggressive use. Its other weapons are auxiliary.

Cavalry.—The primary weapons in order of their importance are the rifle, the pistol, and the saber. Its other weapons are auxiliary. Mobility, fire power, and shock are the essential characteristics of the branch.

Field Artillery.—Is the artillery which accompanies the Army in the field, and includes light artillery, horse artillery, siege artillery (heavy), and mountain artillery. Its primary weapon is the cannon. Its other weapons are auxiliary. This branch has no independent rôle, and exists solely for the purpose of assisting the other arms, especially the Infantry, upon the field of battle, but its assistance is absolutely necessary in all except minor operations. Its essential characteristic is fire power.

Coast Artillery.—Is the artillery charged with the service of the fixed and movable elements of the land and coast fortifications, of railroad artillery, antiaircraft artillery, and trench mortar artillery. Its primary weapons are the cannon, the antiaircraft gun, and the submarine mine. Its other weapons are auxiliary. This branch has the independent rôle of keeping the area within reach of its guns clear of hostile vessels, and of preventing a runby. When manning the heavy cannon of coast and land fortifications, it will constitute a point of support for the associate combat branches. Its essential characteristic is fire power.

Air Service.—The primary equipment of this branch is aircraft, aerial machine guns, cannon, and bombs. Its auxiliary equipment is communicating and photographic apparatus. This branch is charged with the care and operation of the aeronautical equipment of the Army.

Engineers.—The primary function of the Corps of Engineers is to increase by engineering works the combat capacity of the other combatant arms. The basic doctrine in this respect is that military engineering work, no matter how skillfully conceived and executed, is of no value unless it is accomplished so as to serve the military purposes for which it is designed; that excess strength and perma-

nence are of negligible importance in field military construction; and that bare necessities alone should be provided.

Signal Corps.—The primary function of the Signal Corps is the installation, maintenance, and operation of the principal arteries of signal communications.

Noncombat branches.—These exist solely for the service of the combatant branches, and both in peace and war, and whether operating upon the battlefield or in the rear, will have as their mission the efficient performance of technical, administrative, and supply service upon which the combatant arms are dependent for success.

These noncombat branches are:

Adjutant General's Department.
Inspector General's Department.
Judge Advocate General's Department.
Quartermaster Corps.
Finance Department.
Surgeon General (Medical Department).
Ordnance Department.
Chemical Warfare Service.

QUESTIONS ON READINGS:

1. What is the Constitution of the United States?
2. Why do we have a Constitution?
3. Do all countries have Constitutions?
4. Why does a Constitution protect the liberties of a people?
5. Why did the people of the United States "ordain and establish" the Constitution?
6. What is a judicial power?
7. How do the people of the United States make sure that laws passed by Congress do not conflict with the Constitution?
8. What is legislative power?
9. What power has Congress over the Army?
10. What is executive power?
11. Who is the Commander in Chief of the Army and Navy of the United States?
12. Why does the President have a Cabinet?
13. What does the Secretary of War do?
14. What is the General Staff?
15. What are the divisions of the General Staff?
16. Why are divisions necessary?

VIII

HEALTH AND SANITATION

NOTE TO INSTRUCTOR:

The strength of an army depends largely upon the health of its men. On a cold business basis Doctor Carroll estimates that each healthy soldier is worth $6,000 to the State. A sick soldier is not only useless, but requires the services of able-bodied people, is a constant expense, a possible source of infection, and later possibly a burden to society.

Responsibility for the health of the Army rests with the Medical Department. Under its inspection only the healthy man is enlisted. It endeavors to keep him fit during the period of his service. At the end of his enlistment he is not discharged until he is in as nearly normal health as modern medical science can make him.

While the functions of the Medical Department are understood in a general way by the average enlisted man, it is probable that the reasons for many seemingly arbitrary health and sanitary requirements are not plain to him. A discussion of these matters growing out of a few typical cases which illustrate various fields of the complex activities of the Medical Department may promote better cooperation in observing the health regulations.

INTRODUCTORY QUESTIONS:

1. What precautions are taken in Army camps to prevent the breeding of flies and mosquitoes?
2. Why are Army tents made with side walls that can be rolled up?
3. Why is bedding regularly carried out of barracks and exposed to air and sunshine?
4. What is the purpose of the typhoid inoculation which is required of every recruit?
5. Why is a first-aid kit a part of a soldier's equipment?

READINGS:

1

Smallpox was once such a scourge that not more than one person out of ten escaped it and often it was fatal. It was observed by dairy workers in England that persons who had cowpox did not take smallpox. A physician named Jenner conducted several experiments to test this theory. In one of these he inoculated a boy with pus from a dairymaid who, through a cut in her hand, had contracted

cowpox from a cow she milked. This cow pus "took"; twice afterwards Jenner inoculated the boy with smallpox pus, but the boy was immune. The material taken from the cow was called vaccine and the process vaccination.

In vaccination the germs from a cow are put into the human body. Here they grow and begin to produce the mild inflammation that follows vaccination. There are now developed in the blood what sometimes are called "antibodies" for these germs. Because the germs are weak, the "antibodies" are able to destroy them before the disease gets well started. By this process the antibodies develop strength to successfully combat the more active smallpox germs. A person who has been successfully vaccinated is therefore in much the same condition as a person who has had a light attack of smallpox, for he has in his blood a substance that will kill any smallpox germs that may get into his body.

The length of time this protection is effective varies with different people and for this reason it is safer to be vaccinated every few years.

In the Philippine Islands, before the American occupation, only a small part of the people were vaccinated. In 1897, about 40,000 people died of smallpox. In 1907, 304 deaths from this disease occurred in all the islands. In most parts of the Philippines there is no quarantine or disinfection of a kind that would have any effect in controlling smallpox.

2

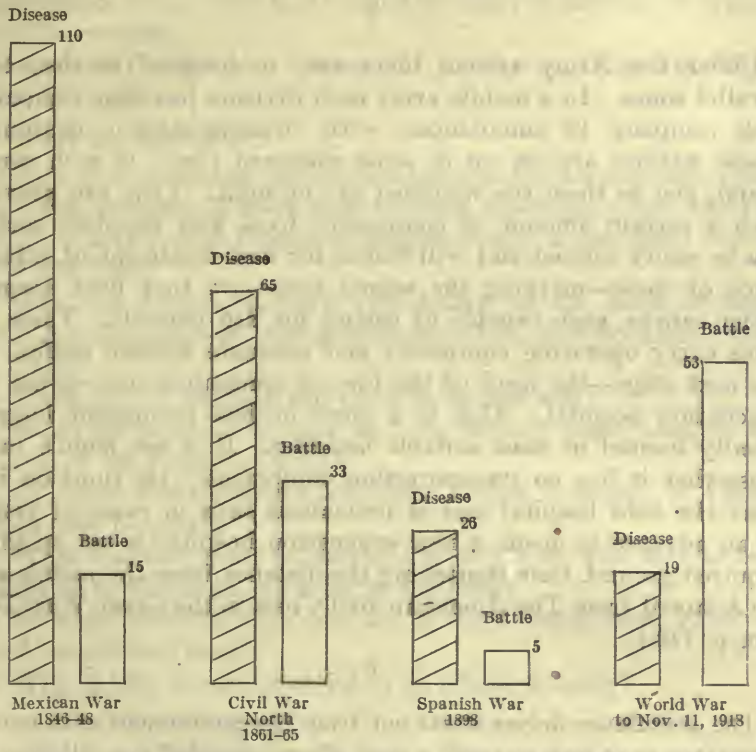
Dysentery, typhoid, bubonic plague, cholera, and typhus have ravaged and even wiped out armies in the past. During the Spanish-American War typhoid fever alone caused 85 per cent of the total number of deaths. In the war with Germany these diseases were practically eliminated as causes of death. * * * During the entire war, up to May 1, 1919, a total of 2,328 cases of typhoid fever have been reported and only 227 deaths from this cause. The result is due to the compulsory vaccination of every man who enters the Army and to excellent sanitary conditions.

(The war with Germany, Ayers, p. 125.)

3

The World War is the first war in which the United States has been engaged that showed a lower death rate from disease than from battle. In previous wars insanitary conditions at camps and the ravages of epidemic diseases have resulted in disease deaths far in excess of the number killed on the battle field. The facts are

shown in the accompanying diagram. In order to make a fair comparison the figures used are the numbers of deaths each year among 1,000 troops. Since the time of the Mexican War a steady improvement has been made in the health of troops in war. The death rate from disease in the Mexican War was 110 per year in each 1,000 men; in the Civil War this was reduced to 65; and in the Spanish War to 26; while the rate in the expeditionary forces in this war was 19. The battle rate of 53 for the overseas forces is higher than in any previous war in which American troops were engaged. The rates in the late war for the total United States forces both in this country and in France from the beginning of the war to May 1, 1919, were 13 for battle and 15 for disease.



Some of the outstanding causes of the remarkably low disease death rate in the war against Germany are: (1) A highly trained medical personnel, (2) compulsory vaccination against typhoid fever, (3) thorough camp sanitation and control of drinking water, and (4) adequate provision of hospital facilities and general progress in medical science.

(Adapted from The War with Germany, Ayers, pp. 124–125.)

4

A great and fitting memorial is being worked out to honor the memory and perpetuate the work of General Gorgas, whose work at Panama made possible the construction of the canal. The memorial is to consist of a hospital and laboratory for tropical and preventive medicine, situated in Panama. The laboratories to be constructed will resemble in architecture the Pan American Building in Washington. Thus they will in their form symbolize the warm admiration and gratitude of South and Central Americans generally toward General Gorgas.

(Adapted from The World's Work, January, 1922.)

5

Under the Army system there are, in hospital service, three parallel zones. In a mobile army each division has four companies, each company 12 ambulances, with dressing-station equipment. These stations are set up in some sheltered place, if such can be found, and to them the wounded are brought. They are provided with a certain amount of equipment, food, and supplies, such as can be easily carried and will suffice for first treatment of injuries. Back of these—marking the second zone—are four field hospitals under canvas, each capable of caring for 216 patients. These stations carry operating equipment and adequate kitchen outfits. At the next stage—the head of the line of communication—is the first evacuation hospital. This is a more or less permanent hospital, usually located in some suitable building. It is not mobile in the sense that it has no transportation equipment. Its function is to clear the field hospital and is permanent save in cases of retreat. If an advance is made, a new evacuation hospital is set up in the acquired ground, thus shortening the distance from the mobile area.

(Adapted from The American Red Cross in the Great War, Davison, p. 142.)

6

The ambulance driver starts out from his cantonment with general directions as to how to reach a spot where wounded are collected. It is dark, the roads are encumbered with moving artillery and munition caissons, all without lights and with the habit of pulling up on the wrong side of the road. He must drive swiftly without endangering either himself or the animals drawing the artillery. He reaches the danger zone, where the sharp flashes of the guns nearly blind him and the continuous roar makes it impossible for him to hear the traffic in front of him. He must go as swiftly as possible

under the conditions. He runs through a town filled with the smoke and gas of exploded shells and stops at a little outpost where a few huddled men begin slowly to load his car with wounded. Perhaps a gas shell has fallen and it is necessary for him to put on his gas mask. This prevents him from seeing 10 feet in front of him and he must feel his way slowly on with the cries of the wounded in his ears, and with frequent reminders, in the shape of shells, that there is danger ahead. He gets back to the hospital with his back aching and his eyes bloodshot from the strain, and then has to do it all over again. It is this idea of going by oneself and overcoming all obstacles in reaching the destination where the wounded are collected that requires trained men for the job. The ambulance service is a service of individuals which owes to its esprit de corps its success, its organization, its rewards.

(Report of the Surgeon General of the Army, 1919, Vol. II, p. 1419.)

QUESTIONS ON READINGS:

1. How does successful vaccination make one immune to smallpox?
2. What evidence is there that typhoid inoculation was effective in keeping this disease from becoming epidemic in the Army during the World War?
3. How did disease compare with bullets as the cause of death among American troops in the Mexican, Civil, and Spanish-American Wars?
4. What factors changed this ratio in the last war?
5. How did General Gorgas and his helpers make possible the building of the Panama Canal?
6. By what route did the American soldier wounded in France reach a base hospital?
7. What qualities does an ambulance driver in war service need in addition to ability to run a car in the dark?
8. In what different ways does the Medical Department affect the life of the enlisted man?
9. Why is this service essential to an effective Army?

IX

THE AMERICAN RED CROSS

NOTE TO INSTRUCTOR:

The American National Red Cross was organized in 1881 to furnish volunteer aid to the sick and wounded of armies in time of war; to act in matters of voluntary relief and in accord with the military and naval authorities as *a medium of communication between the people of the United States and their Army and Navy;* to act in such matters between similar national societies of other governments through the international committee, and the Government and the people and the Army and Navy of the United States; to continue and carry on a system of national and international relief in time of peace and to apply the system in mitigating the sufferings caused by pestilence, famine, fire, flood, and other great national calamities; to devise and carry on measures for preventing such sufferings; and generally to promote measures of humanity and welfare.

Of the various welfare organizations that served our troops in the Great War, we have chosen to discuss the American Red Cross as typical of all.

The most important contacts which the men of the Army have with the Red Cross are indicated in the readings which follow. These relate to the nursing service and the canteen service, both of which function chiefly in time of war; disaster relief, in which the Army and the Red Cross frequently work in close cooperation, and various kinds of personal service which are available to every soldier and ex-soldier.

The members of the American Red Cross nursing service compose the reserve of the Army Nurse Corps. Without this reserve and without the quantities of hospital supplies and equipment which the Red Cross has wisely collected and stored for the emergency, our expeditionary forces would not have had them in time.

The Red Cross makes investigation of or personal inquiry into claims which service men may have against the Government and in which have arisen complications which they themselves can not unravel by direct communication. Whenever possible, this service secures action regarding these claims, which may involve unpaid allotments and allowances, compensation, insurance, or the like. Cases of this nature originally taken up with the Red Cross chapters are handled with the Federal departments at Washington by a special force at National Red Cross headquarters.

Many important Red Cross activities which do not directly concern the soldier are purposely omitted from this discussion.

INTRODUCTORY QUESTIONS:

1. When some one is in real need or has met with an accident what does the average person want to do for him?
2. Why are the efforts of individuals not adequate to supply all legitimate needs for temporary financial help or personal service?
3. What are some of the best-known organizations for giving temporary relief in time of emergency or disaster?
4. In what ways have you known the American Red Cross to serve the public?
5. Why does the American Red Cross have a representative in all the larger Army camps and posts?

READINGS:

1

An International Conference of Geneva recommended "that there exist in every country a committee whose mission consists in cooperating in times of war with the hospital service of the armies by all means in its power." The Geneva Convention of 1864 and the Geneva Convention of 1906, the latter held for the purpose of revising the treaty of Geneva (sometimes called "the Red Cross Treaty"), give definite status to certain officially recognized volunteer aid societies. These societies, because of the character of the insiguia or badges adopted to distinguish their personnel and material (a Greek red cross on a white ground), are universally known as "Red Cross" societies.

The American National Red Cross has had a number of incorporations, the last being received from Congress on July 5, 1905. This last incorporation was the first to protect and restrict the use of the Red Cross insignia, although the United States signified its adherence to the provisions of the Geneva Convention of 1882.

The American National Red Cross is intended to aid in the prevention and alleviation of human suffering in times of peace as well as war. It's motto is "Neutrality and humanity."

(Adapted from Kerrick, Military and Naval America.)

2

J. T. filed with the discharged enlisted men's pay branch, Finance Office, in July, 1920, his claim for certain arrears of pay. In February, 1921, the case was brought to the attention of the Red Cross with the request that it look into the matter and expedite settlement, as the man had been out of work nearly four months, was

ill, and badly in need of the money due him. As a result of a personal investigation and after obtaining a full transcript of the man's pay account, the Red Cross representative secured the issuance of a check for $135, covering the man's claim in full.

3

The wife of a soldier received allotments amounting to $75 more than was due. She was called upon by the office concerned to refund this overpayment and she made such a refund by her personal check. Through error this overpayment was also taken out of her husband's pay, and in order to adjust the case the Red Cross had its interested chapter secure from the wife the canceled check, which it presented to the office concerned, showing that they had received and indorsed the check. This enabled the office to settle the matter by sending to the wife a check for $75 to cover the amount she had refunded and which, because of error, had also been taken out of her husband's pay.

QUESTIONS ON READINGS:

1. What is the American Red Cross?
2. What relation has it to similar organizations in other countries?
3. What is the purpose of the Red Cross?
4. What does its motto, "Neutrality and humanity," mean?
5. Suggest some of the services the Red Cross gives soldiers in time of war.
6. Why would such services be very difficult, or impossible, without such an organization?
7. In what ways have you known the Red Cross to serve men in the Army? The ex-service men?
8. Why should the Red Cross be interested in community health?

X

SUPPLYING THE ARMY

NOTE TO INSTRUCTOR:

An effective Army requires enough of the right kind of supplies at the place and at the time needed. Responsibility for this service is delegated chiefly to the Quartermaster Corps. This organization feeds, clothes, houses, and transports the soldier. Through its hands passes a large share of the funds appropriated for the Army and it is charged with getting full value for the people's money.[1]

The nature of supply service duties offers little opportunity for spectacular performances. Its proper functioning is considered a matter of course and there is sometimes a tendency on the part of other units to underrate the importance of the unit that furnishes supplies. However, should the food fail to be delivered, or the meat prove to be inferior, or should there be a shortage of campaign shoes for the march, the Army would be handicapped, perhaps seriously, in its operations.

"The Quartermaster Corps is charged with the duty of providing certain means of transportation of every character, either under contract or in kind, which may be needed for the movement of troops and materials of war. It furnishes all public animals employed in the service of the Army, the forage consumed by them, wagons, and all articles necessary for their use, and the horse equipment for the Quartermaster Corps. It furnishes clothing, camp and garrison equipage, barracks, storehouses, and other buildings; constructs and repairs roads, some railways, certain permanent bridges; builds and charters ships, boats, docks, and wharves needed for military purposes; supplies subsistence for enlisted men and others entitled thereto; supplies articles for authorized sales and issues; furnishes lists of articles authorized to be kept for sale; gives instructions for procuring, distributing, issuing, selling, and accounting for all quartermaster and subsistence supplies; * * * and attends to all matters connected with military operations which are not expressly assigned to some other bureau of the War Department. The Quartermaster Corps transports to place of issue and provides storehouse and other means of protection for the preservation of stores supplied for the Army by other departments."

(Adapted from the Quartermaster Corps, Maj. Gen. Henry G. Sharpe.)

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[1] Between Apr. 6, 1917, and June 1, 1919, the Quartermaster Corps made three-fifths of the entire Army expenditures.

The above statement of the functions of this corps indicates that it is in reality a great business organization within the Army, requiring the service of experts in many lines and offering a training to its personnel comparable to that to be gained in the larger commercial houses. The readings that follow give glimpses of the Quartermaster Corps in action.

INTRODUCTORY QUESTIONS:

1. Napoleon once said: "An army marches on its stomach." What did he mean?
2. Where does the mess sergeant get supplies for the company mess?
3. How does Private Smith get a new pair of shoes when he needs them?
4. Why does the Army supply food and clothing to the enlisted man without expense to him?
5. What organization in the Army has charge of supplies?

READINGS:

1

VALLEY FORGE, *23 December, 1777.*

To the President of Congress.

SIR: Full as I was in my representation of the matters in the commissary's department yesterday, fresh and more powerful reasons oblige me to add that I am now convinced beyond all doubt that, unless some great and capital change suddenly takes place in that line, this Army must inevitably be reduced to one or other of these three things—starve, dissolve, or disperse—in order to obtain subsistence in the best manner they can. Rest assured, sir, this is not an exaggerated picture, and that I have abundant reason to suppose what I say.

Yesterday afternoon, receiving information that the enemy in force had left the city, and were advancing toward Derby with the apparent design to forage and draw subsistence from that part of the country, I ordered the troops to be in readiness, that I might give every opposition in my power, when behold, to my great mortification, I was not only informed but convinced that the men were unable to stir on account of provision. This brought forth the only commissary in the purchasing line in this camp; and with him, this melancholy and alarming truth, that he had not a single hoof of any kind to slaughter, and not more than 25 barrels of flour. From hence, form an opinion of our situation when I add that he could not tell when to expect any. * * *

We have, by a field return this day made, no less than 2,898 men now in camp unfit for duty, because they are barefoot and otherwise naked.

(Extracts from General Washington's letter to the President of Congress, Valley Forge, 23 December, 1777.)

2

"Let us always remember that all supplies in the possession of the quartermaster belong to the line; we are but the custodian, whose duty it is to procure, guard, and issue in a manner that will best serve the interest of the line. It is therefore most fitting that we should adopt as the motto of the Quartermaster Corps of to-day, "Service for the line."

3

When the American soldier went to war with Germany he took his appetite with him. The task of keeping that appetite satisfied with good food fell to the Quartermaster General. The average American soldier at the end of the fighting in 1918 is said to have weighed 12 pounds more than he did when the selective-service act or his own enlistment brought him into the Army. This is the complete testimonial to the quality and quantity of the food served to the American troops in 1917 and 1918. Assuming 3,700,000 to have been the greatest number of Americans under arms, this average increase in weight means that the beans and bacon and fresh meats of the American Army ration were changed into some 45,000,000 pounds of Yankee brawn to be the basis of untold resources of health and energy during the coming quarter of a century.

Consider these millions of soldiers as one composite, gigantic man in khaki; compress the war period into a single hour, the dinner hour; and it will be seen that the American fighter consumed what might be called a sizeable meal. Let us say that he started off with the main course. The roast of beef weighed over 800,000,000 pounds. It was flanked by a rasher of bacon weighing 150,000,000 pounds. Over 1,000,000 pounds of flour went into the loaf of bread, while to spread the bread there was a lump of butter weighing 17,500,000 pounds and another lump of oleomargarine weighing 11,000,000 pounds. As a side dish this giant had over 150,000,000 pounds of baked beans, half of these coming in cans ready baked and flavored with tomato sauce. The potatoes weighed 486,000,000 pounds. To add gusto to his appetite, there were 40,000,000 pounds of onions. Then scattered over the table were such items as 150,000,000 cans of corn, peas, and string beans, while the salad contained 50,000,000 cans of salmon and 750,000 tins of sardines. There then was a huge bowl of canned tomatoes, nearly 100,000,000 tins supplying its contents.

For dessert he had 67,000,000 apples. The sugar for sweetening various dishes weighed 350,000,000 pounds. He washed it down with a draft made of 75,000,000 pounds of coffee, thinned with 200,000,000 cans of evaporated milk. The bill for this meal, paid by the American public, amounted to $727,092,430.44, this figure to December 1, 1918.

In supplying such vast quantities of food, scientific attention was concentrated upon the details of the effort. At the time the armistice was signed the American troops in France were eating about 9,000,000 pounds of food every day. Never before in history had any nation been compelled to send subsistence so great a distance to so many men. It was not possible to ask France and England to divide their food supplies, as they were already rationing their civilian populations. We were required to purchase practically all food in America and transport it nearly 5,000 miles. Ships were relatively scarce. There was a strong bid for every inch of tonnage space. The tonnage allotted to subsistence must be filled with sufficient food not only to supply the immediate consumption, but to overcome losses due to the sinking of ships and the possible capture of base depots. These contingencies required 2 pounds of food to be shipped where 1 would ordinarily be sent; yet because of the shortage of ships the subsistence authorities were asked to pack these 2 pounds into almost the space of 1. The result was foods in forms never before known by American soldiers and in some cases never before known at all—such forms as dehydrated vegetables, boneless beef, and the so-called shankless beef. Trench warfare made new demands for food. Calls came for such rare articles as soluble coffee or the wheat-and-meat cakes of the emergency ration.

These problems were solved only by the assistance of the American food industry. In numerous instances new factories, or even whole new types of food manufacture, were built up as rapidly as three shifts of men could work and money could accomplish results.

(America's Munitions, 1917–18.)

4

The transportation of troops in the United States was one of the difficult problems of the late war. This was accomplished by the Railway Association in cooperation with the transportation division of the Quartermaster Corps.

Some idea of the magnitude of the troop movement may be had from the following figures taken from the records of the troop movement section of the United States Railroad Administration. From the date of the declaration of war up to and including the date of the armistice, 8,714,582 troops were moved by the railroads.

This was in addition to over 2,000,000 men who were carried on regular trains, being mostly drafted men en route to mobilization camps. A total of 16,535 special trains were necessary to carry troops, 245,529 cars being required for these movements. Over 30 per cent of these men were handled in Pullman cars, the balance being carried in coaches, and it was not necessary at any time to utilize box cars or other freight equipment for their transportation. For transportation overseas, 1,759,033 men were moved into the port of New York alone. In all these vast movements there were 16 accidents, involving death or injury, in which 39 men were killed and 335 injured.

(Adapted from The Quartermaster Corps, Maj. Gen. Henry I. Sharpe.)

5

Since June, 1920, the construction division has been a part of the Quartermaster Corps. Its most important duties are:

(1) The planning, designing, and constructing of all buildings other than fortifications.

(2) The installation, maintenance, and operation of all utilities except such as pertain to a special branch of the Army and are operated by that branch.

(3) The acquisition of real estate by purchase, lease, rental, etc.; the granting and renewing of leases and licenses authorizing the use of the War Department; the sale or disposition of all real estate.

(4) The preparation of plans to shelter the Army and provide heat, light, water, etc., in the event of war.

(5) The maintenance of fire departments in the camps and posts for the protection of life and property.

Questions on Readings:

1. What conditions at Valley Forge caused General Washington to write to the President of Congress that unless a great change suddenly took place the Army must "starve, dissolve, or disperse"?

2. What are the chief duties of the Quartermaster Corps?

3. What is the meaning of the motto, "Service for the line"?

4. What subsistence emergency did the Army face in France in 1918?

5. What branch of the Army is responsible for the transportation of troops?

6. What are the more important services performed by the construction division of the Quartermaster Corps?

7. Compare the service of the man who feeds, clothes, shelters, and transports the Army with that of the man in the "line."

8. Why does the Quartermaster Corps require technically trained men?

XI

MILITARY INTELLIGENCE

NOTE TO INSTRUCTOR:

The mission of the intelligence service of a combat organization is twofold, and, briefly stated, is:

(*a*) To obtain all useful information of the enemy and of the terrain over which the organization must operate.

(*b*) To make this information immediately available for the commander, higher headquarters, and, when appropriate, to subordinate and neighboring units.

The instructor in charge should familiarize himeslf with T R 210–5 C Combat Intelligence Regulations, which describes in detail the operations of the combat intelligence service.

INTRODUCTORY QUESTIONS:

1. Why is it necessary to know a great deal about the insect enemies of farm crops before attempting to combat them?
2. Why does the United States Government spend money in getting this information to the farmers?
3. How does it aid an army to know the plans and strength of an enemy?
4. To what extent does our Army attempt to learn these facts concerning an enemy?
5. In time of peace, why is the United States interested in knowing to what extent other countries are preparing for war?
6. What provision has the United States made for gathering this information in time of peace and in time of war?

READINGS:

1

A. Japan:
   I. Political—
      1. Government—
         (*a*) Kind—Constitutional monarchy.
         (*b*) Quality—Strong.
      2. Inhabitants—
         (*a*) National solidarity—Excellent.
         (*b*) Intelligence—High.
         (*c*) Patriotism—High.
      3. Area—Japan proper, 148,756 square miles; Empire, 260,738 square miles.

A. Japan—Continued.
II. Economic—
1. Self-sustaining in—
(*a*) Food—Yes.
(*b*) Raw materials—
(1) Coal—Yes.
(2) Iron—No.
(3) Wool—No.
(4) Oil—No.
(5) Cotton—No.
(6) Nitrates—No.
2. Transportation—
(*a*) Factories, adequate.
(*b*) Shipping, 2,995,878 tons.
(*c*) Railways, 53 miles per 1,000 square miles.
3. Foreign commerce—
(*a*) Imports, $1,130,156,000.
(*b*) Exports, $2,307,723,000.
4. Finance—
(*a*) National wealth, $25,000,000,000.
(*b*) National debt, $1,300,000,000.
III. Military—
1. Population—Japan proper, 58,000,000; Empire, 78,000,000.
2. Potential man power, 8,000,000 men (2,000,000 trained).
3. Active forces, 302,000.
4. Naval strength, 70,000 present (140,000 projected).
5. Reserve munitions—Able to maintain 1,300,000 men under World War conditions.
6. Trained reserves, 1,748,000.

2

Through an examination of several German officers during the Meuse-Argonne offensive an American intelligence officer learned the exact route used by the Germans to move their troops to the Kriemhilde Stellung, which was part of the German main line of resistance. The route was immediately communicated to the Corps Air Service and the next day an American daylight bombing group cruised over the entire length of the road, surprising several columns of troops and wagon trains.

3

An order found in a hastily deserted German battalion headquarters in a village on the Marne in August, 1918, contained a list

of towns, all of them on a straight line leading to the Vesle River. To the intelligence officer this indicated two things:

That the Germans had definitely decided to retreat to the Vesle River, and it also gave their proposed route. This was communicated to the division artillery, which shelled its entire length, causing great confusion in the retreating German columns.

4

During the early fighting in the Argonne Forest a small American outpost was surprised and captured by a German patrol. One American private was so severely wounded while resisting capture that he could not be carried back farther than a German company headquarters. While he was there, an orderly arrived with instructions for the German captain to withdraw to a point some distance in the rear. Before the Germans could prepare for the withdrawal, an American counterattack placed the dugout inside the American lines and the wounded American was found. He understood German and was able to communicate what he had heard to his comrades, with the result that they were able to push on very rapidly, as they knew they would encounter no resistance until the new German position was reached.

5

In the zone of contact the German and allied armies found it necessary frequently to change their wireless codes. The Germans faced this necessity once shortly after the American forces entered the front lines because the allied forces had deciphered parts of the old code.

At a fixed hour on a certain date the new code was to become effective. The time for using the new code had arrived before the code had been delivered to one of the outposts of the German lines. Attempts to deliver a message to the operator at this station, using the new code, were futile, since for some unknown reason the new code had not been delivered to him. The German operator at the outpost suggested that the message be sent in the old code. After a short time his suggestion was carried out. An American operator had been listening in on the message and had taken it down in the new code. When the same message was delivered in the old code, it was soon possible for him to read the new message. The message was instructions concerning an important move to be made before daylight of the following morning. The information was transmitted to the British forces, where the attack was to fall, in time to allow for the bringing up of reenforcements. This enabled them not

only to withstand the enemy attack but later to inflict a heavy loss upon him. The wireless operator received mention in orders from the British headquarters.

QUESTIONS ON READINGS:

1. Into what classes is military intelligence divided?
2. The information contained in reading 1 is known as War Department intelligence. How has it been obtained?
3. What is the advantage of having information of this nature concerning the various nations?
4. During the World War what led Germany to try to starve Great Britain into submission?
5. In which of the items listed in Part II of reading 1 is the United States self-sustaining? (All except wool and nitrates.)
6. Why is it of vast importance that information such as is found in readings 2 and 3 be forwarded until it reaches the intelligence section of the corps in case of 2, division in case of 3?
7. What were some of the precautions taken to prevent the enemy from obtaining information concerning the proposed activities of the American Army?
8. What was the advantage of allowing false information concerning operations to fall into the hands of the enemy?
9. How does the information contained in readings 3 and 4 show a necessity for cooperation between the different branches of the service?
10. In what sense is every soldier a part of the military intelligence section?

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XII

ENGLISH

NOTE TO INSTRUCTOR:

In the previous English exercise the men wrote a group of sentences on "Why rules and regulations are necessary in the Army." Such a group of sentences, used to tell about one idea, is called a paragraph.

Sometimes we wish to build up more than one idea about a subject and have to use more than one paragraph. One paragraph should be used for each separate idea. If you have two ideas to build up about one subject, you will need to use two paragraphs. Remember that a paragraph is a group of sentences used to build up one idea.

Now, if you are to build up two ideas about a subject, the first thing to do is to decide what the two ideas are. When you have decided this, write a paragraph about each one just as you wrote a paragraph about "Why rules and regulations are necessary in the Army."

The subject which the men are asked to write about here is "Health and sanitation in the Army." They are asked to write two paragraphs about it. They will meet with difficulties here in addition to those met in writing the sentences for one paragraph. First, they will have to analyze the subject enough to find two ideas in it worth writing about; and, second, they will have to find a way to make the two paragraphs hang together closely enough to appear to talk about the same subject.

Take charge of the class. Try to lead the men to see the need of careful selection of the two ideas to write about. With the help of the class, decide what the idea for the first paragraph will be.

SUGGESTED QUESTIONS:

1. Why is a soldier expected to keep himself fit and ready for duty?
2. How much is a healthy soldier worth to his country?
3. What is the immediate value of a sick soldier?
4. Why is it important that the Army make provision for helping the soldier keep himself fit and to care for him when he is sick?

Suppose that through the discussion of these questions the class decided that a good idea for the first paragraph is, "The importance of health in the Army."

Write this topic on the blackboard as the idea to be built up in the first paragraph.

Proceed now to discuss ideas for the second paragraph.

Suggested Questions:

1. What department of the Army is responsible for the physical examination of recruits and for maintaining the health of men in the service?

2. One-third of all the men who offer to enlist in the Regular Army are rejected for physical reasons. Why should the physical standard be set so high?

3. What are some of the sanitary measures that are observed in the Army? Why are they so important?

4. How are epidemics of smallpox and typhoid fever now prevented in the Army?

5. What care is given to the soldier who gets sick or is injured in the service?

6. How does the Red Cross cooperate with the Medical Department in time of war?

7. What is your conclusion as to the importance to every soldier that both he and his fellows observe the health and sanitary regulations of the Army?

Suppose that out of the discussion of these questions comes the conclusion that a good idea for the second paragraph is, "How health is maintained in the Army." Write this topic on the blackboard as the idea to be built up in the second paragraph.

Proceeding, now, very much as in the writing of sentences in the previous English lesson, have the men write the first paragraph. When you come to write the paragraph on the blackboard it might be as follows:

In time of peace as well as in war emergencies arise which call for troops on a moment's notice. To be of value on such occasions soldiers must be fit and ready for instant duty. As with a fire engine, to be ready next week is not to be ready at all. A high medical authority has estimated that a healthy soldier is worth at least $6,000 to his country. A sick soldier, however, is not only of no immediate value to the Army, but is a positive hindrance in that he requires the attention of able-bodied men, can not be easily moved, uses supplies needed for effective troops, and may be a source of infection for his comrades. But even the man who takes care of himself is not immune to all diseases. Where men live in large groups one careless person may infect others who are careful of their health. In battle and elsewhere the soldier takes many chances of being injured. It is therefore necessary that the Army make provision to help the soldier keep himself fit and to care for him when he is sick.

Now, have the men write the second paragraph. Call their attention to the fact that the second paragraph must follow the first in

thought; that is, it must be tied onto it. Paragraphs usually are tied together by either the last sentence of one or the first sentence of the next. The following paragraph is suggested to be written on the blackboard as the second paragraph of this assignment:

The Medical Department of the Army is charged with responsibility for admitting only men who are physically fit into the service and for maintaining them in good health. The hardships of a campaign are such that only the man of good physique and perfect health can stand the strain and exposure. More than one-third of those who offer to enlist in the Regular Army are rejected for physical reasons. Among the many sanitary regulations that are enforced in the Army are such common ones as the careful disposal of all refuse and sewage, the screening of garbage cans, and the draining of camp areas. Epidemics of smallpox and typhoid fever, once the scourge of armies, are prevented by compulsory vaccinations. However, among large numbers of men who are in contact with a less careful civil population, or who are living under the hardships of a campaign, it is impossible to prevent all sickness. A highly efficient hospital service is ready to do all that modern medical science can to bring the sick or injured back to health. In the event of war the Army Nurse Corps is greatly expanded by recruits from the Red Cross nursing service. It is thus plain that the Medical Department does everything in its power to recruit only healthy men and to keep them fit throughout their period of enlistment. The old saying, "An ounce of prevention is worth a pound of cure," applies to the health service of the Army. This explains the existence of so many sanitary regulations. It is to the interest of every soldier to cooperate with others in observing these regulations, for thereby all run less risk of disease.

XIII

INSPECTION

NOTE TO INSTRUCTOR:

Inspection is a function of command and will be frequently made by commanders of every grade and their staff officers to satisfy themselves that programs are being followed; that approved doctrines, principles, and methods are being used; and to test proficiency. This function of inspection is treated in period 16.

Inspection for the purpose of securing data for the modification and improvement of devices, equipment, and methods employed by the Army is a function given over to the Inspector General's Department. In making inspections the inspector notes all matters of importance and includes statements of such matters in his reports. Irregularities and deficiencies which are violations of orders and regulations are stated by the inspector in his report. Under present regulations it is made the duty of inspectors when making inspections of military commands to ascertain whether any of the personnel, and especially those in confinement, have any complaints to make, and to correct so far as possible all cases of injustice; but if any cases are too serious to permit of such corrections by the inspector, a written report is made of same.

It should be emphasized that the duties of the Inspector General's Department covers every activity under the War Department, except such as are especially excepted, and the great function of the department is to keep higher commanders constantly informed as to the state of discipline, instruction, supply, morale, etc., and all other matters affecting the welfare and efficiency of the Army.

INTRODUCTORY QUESTIONS:

1. What do men who are interested in building a new factory investigate? Why?
2. Why do the directors of an industrial concern arrange to hear the complaints of the workers?
3. What is the advantage of keeping the men in authority informed regarding the operations and working conditions in the factory?
4. What department takes care of the matter of investigations and inspections in the Army?
5. What advantage is it to the enlisted man to have an Inspector General's Department?
6. Why is it important to charge certain individuals with the duty of investigating and reporting?

READINGS:

1

The class of men known as "conscientious objectors" was the most difficult and annoying with which the War Department had to deal.

While there was a small minority of so-called "conscientious objectors" who were real "conscientious objectors"—that is, men who were not disloyal to the United States and did not object to any service, no matter what it was, provided they were not given duty where it might be necessary to kill a human being—the great majority were undoubtedly slackers, who were disloyal and who availed themselves of this pretext to evade service.

(Adapted from Annual Report of Inspector General, 1919.)

2

The last annual inspection showed the condition at the United States Military Academy to be generally satisfactory.

The reduced period of course of instruction has not been in operation long enough to definitely determine its effect upon the graduates, but the inspector who made the last report states that in view of the fact that all the cadet officers are third-class men, and there is not a cadet in the academy who has ever seen a first-class man, the dress, appearance, discipline, and spirit of the corps is extraordinary.

Cadet indebtedness.—The inspector's report disclosed the fact that the total indebtedness of the first, second, and third classes of the corps is $100,497.03, and that within the next two months, when the new cadets are supplied with new uniforms and textbooks, the indebtedness of the members of this class will be $170 each.

It is not believed to be good policy to require cadets to incur such a large indebtedness, and it is recommended that the Government either furnish cadets their uniforms and textbooks free of charge or increase their pay sufficiently to enable them to pay for them without incurring debt.

(Adapted from Annual Report of Inspector General, 1919.)

3

The clothing supplies to the Army, except as noted in the case of the uniform, has apparently been satisfactory in quality and quantity.

Reports indicate, however, that the present system of issuing clothing is not entirely satisfactory and that a return should be made, in the interest of economy and contentment, to the old system where each enlisted man is given a clothing allowance.

(Adapted from Annual Report of Inspector General, 1920.)

4

It is recommended that before the sale of surplus supplies by any department or bureau of the Government is made a list of the supplies to be sold be furnished every other department or bureau.

The necessity for this appears to be indicated by a recent special investigation, which developed the fact that one department of the Government sold a quantity of cement to a civilian at $1 per ton, and that 250 tons of this material were immediately resold to another department of the Government, the utilities department, Army supply base, for $6 per ton. Had the local utilities officer known that this cement was to be sold, the Government would have been saved the loss indicated in the above-mentioned transaction.

(Adapted from Annual Report of Inspector General, 1920.)

5

The inspector of the Hawaiian Department reports that there is a general dissatisfaction in that department with the service hat, and recommends that a more suitable headgear be adopted for use in the Tropics. A suitable headgear for the Tropics has been under discussion by the Army since the time we entered the Philippines, and up to the present time no headgear has been devised which was found to be an improvement on the service hat. It is recommended, however, that this subject be referred to the equipment branch of the operations division of the General Staff for consideration.

(Adapted from Annual Report of Inspector General, 1920.)

6

The report of the senior inspector on duty with the American forces in Germany indicates that these troops are in excellent condition as to administration, discipline, and training, except as to proficiency in target practice. His report shows that these troops are considered below the average in the number of qualified men.

It is noted that the inspector states that experiments have been conducted with an increased cadence step for reviews, called the "march-by step at 130." He states that this is a marked improvement over the step at 120, and recommends that experiments be tried throughout the Army at this cadence or, better, a cadence of 128 to 132 steps. Experiments along the same line have been made at West Point, with satisfactory results. It is recommended that this subject be given consideration by the General Staff, if this has not already been done.

(Adapted from Annual Report of Inspector General, 1920.)

QUESTIONS ON READINGS:

1. What are the duties of the Inspector General's Department?
2. To whom does the Inspector General report the findings of an inspection or investigation? Why?
3. Why should the comfort of the soldier be considered as a matter affecting the welfare and efficiency of the Army?
4. How does the information contained in reading 1 compare with public opinion on this subject?
5. How does the information contained in reading 2 concern the welfare and efficiency of the Army?
6. What is the advantage both to the Government and soldier of each enlisted man having a clothing allowance?
7. From what sources did the Inspector General obtain the information that a certain system of issuing clothing was unsatisfactory?
8. Why is the recommendation made in reading 4 a good one?
9. Why is the information on training contained in reading 6 of interest to the General Staff?

XIV

RECORDS

NOTE TO INSTRUCTOR:

When real estate is purchased the individual who buys is very careful to see that he receives a clear title to the property. Careful business men take receipts for money paid out, and are alert to see that proper records of transactions are made.

In any large business concern or firm decisions upon future actions and operations are arrived at only after past records relative to the topic under discussion have been carefully considered. No business or enterprise requires a more detailed account of its past actions than the Army. It is not possible to profit in future actions by past experiences unless records have been carefully kept. Incorrect or delayed records or reports in an industrial organization may cost a firm thousands of dollars.

The Adjutant General's Department is the department of records, orders, and correspondence of the Army and militia. The Adjutant General is charged, under the direction of the Secretary of War, and subject to the supervision of the Chief of Staff, with the duty of recording, authenticating, and communicating to troops and individuals in the military service all orders, instructions, and regulations issued by the Secretary of War through the Chief of Staff.

An outstanding feature in this connection is the importance of accuracy and availability of military records. If required reports are not correctly made out and promptly rendered, the business of the Army is delayed and the time of the employees is consumed in calling for such reports and replying to correspondence arising because of their absence or incorrectness. The work of other Government departments having need of the information is likewise delayed and increased. Finally, a great injustice to some individual may come about as a result of certain of his records not having been properly kept.

Perhaps the most important reason for complying as promptly as possible with requests from the records of the World War is that the successful accomplishment of the relief work of the Veterans' Bureau, the Auditor of the War Department, Army finance officers, the American Red Cross, and other relief agencies, both official and private, is primarily contingent upon obtaining information from the records of The Adjutant General's office.

It is no exaggeration to state that the records of the World War to-day are far more nearly complete than were those of the Civil War 30 years after its close, and are equally as accessible as were those records after they had been carded and assembled in individual jackets.

Without enumerating in detail the numerous functions of The Adjutant General's Department, the instructor should bring to the attention of the men the work performed which touches more nearly their particular interests, impressing upon them the importance of the work of this department.

(References: Army Regulations; Congressional Directory; Military and Naval America, by Kerrick; Annual Reports of The Adjutant General.)

INTRODUCTORY QUESTIONS:

1. What is the importance of having real-estate transfers recorded?
2. What part do past records play in determining the future policies of an industrial concern?
3. What is the importance of keeping a record of the production of each man?
4. How may these records be used to the advantage of the individual worker?
5. What advantage is it to the Army to have access to its past records?
6. Why is it fair to the soldier that an accurate record of his enlistment be kept?
7. How do accurate records protect both the soldier and Government?
8. Why is it necessary to charge some one with the responsibility of keeping records?
9. What can a soldier do to facilitate the keeping of accurate records?

READINGS:

1

During the last six months of the fiscal year calls for information from the selective-service records averaged 22,814 per month, a total of 136,882 searches having been made. Approximately 30,000 certified copies from the records were prepared and furnished for use as evidence in civil trials of delinquents and military trials of deserters, and many others were furnished for use in legal controversies in which the Government had no real interest, upon receipt of a certificate by the court, as required under the rules of the department,

that such copies were deemed necessary in the administration of justice.

In addition to the foregoing innumerable calls of a miscellaneous nature were received. Registrants requested information from the records which they needed for a variety of purposes and to which they were entitled under the Selective Service Regulations. Many of them sought to recover documents which, through error, had been filed in their folders, such as marriage licenses, birth certificates, passports, and even business contracts. Inasmuch as the unique collection of documents in the miscellaneous files contains intimate personal and business information relative to every one of the 24,000,000 registrants it was natural that the number of inquiries pertaining thereto would be tremendous.

(Adapted from Report of The Adjutant General, 1920.)

2

This case arose from a request from the General Accounting Office which called for a statement of service. The statement could not be completed without the service record. Nonreceipt of the service record will delay action on the case for two months.

FEBRUARY 10, 1922.

Subject: Service record and allied papers.

The COMMANDING GENERAL.

1. The rosters of the 7th Company, _____, coast defenses _____, for October, 1921, show Private _____, discharged October 5, 1921, on account of dependency.

2. The service record and allied papers required by Circular 184, War Department, 1921, have not been received, in view of which it is requested that the proper officer be instructed to forward such records to this office.

By order of the Secretary of War:

_____,

Adjutant General.

3

On November 9, 1921, the mother of a soldier requested information as to the whereabouts of her son, who was supposed to be serving in Company ____, _____. No rosters having been received for this organization since May, 1920, it was necessary to call for the rosters referred to before a reply could be made to the case. This action was taken on November 28, 1921. In reply thereto the commanding officer, Company ____, _____, stated that the

rosters were sent to the regimental headquarters by the company commander. The papers returned from Camp _____, with rosters, and on December 23, 1921, it was necessary to return the papers to the field with specific instructions that the rosters be rendered. These rosters were received on January 6, 1922. In consequence of the rosters not being received in this office a reply to the inquiry referred to had to be delayed for a month and 27 days.
M. & R. Div.
Enl. Rec. Sec.
Feb. 11, 1922.
FJ/42.

4

On July 1, 1918, the muster roll was abolished, and on that date the new method of reporting changes in the duty and status of officers and enlisted men was put into effect. These reports are made daily and are known as daily reports of changes. Upon receipt in The Adjutant General's Office they are filed with the other records of the men concerned, eliminating the expense incurred in carding the muster rolls and also making the most current information concerning the soldier immediately available.

5

A radical and very important change was made, upon recommendation from The Adjutant General's Office, in the system of keeping the records of enlisted men before any men were drafted into the service in 1917. The change lay in the substitution on May 1, 1917, of the service record for the descriptive list, which was a 12-page form or book kept by organization commanders.

With the modern system of replacements and frequent transfers of soldiers from one organization to another it would have been difficult, if not impossible, properly to perform the enormous amount of paper work necessary to make the copies of descriptive lists required under the old method. Beginning May 1, 1917, the service record replaced the descriptive list. This record is opened for the soldier at the time of his enlistment and follows him throughout his entire service. When a soldier is discharged or otherwise separated from the service, his service record is closed and forwarded to The Adjutant General of the Army for file in the jacket containing his record as kept by the War Department. While the organization record and the War Department record are in a way duplicates, each contains certain information not contained in the other.

6

In addition to the greater economy and efficiency by bringing all the records together, it has been possible to eliminate duplication and even dispense with some records. When a soldier is discharged or otherwise separated from the service, his service record, pay card, and the report of physical examination are sent to The Adjutant General's Office and, together with the other records, are placed in one container and finally removed to the file for men not in service.

In this connection a comparison of the status of the work incident to the Civil War with that following the World War will show the great practical advantages of the present system over that which it superseded.

On June 30, 1920, less than 20 months after the signing of the armistice, there were only 14,000 unanswered communications of all kinds in the entire Adjutant General's Office, while the number of unanswered calls in one branch of the Surgeon General's Office in July 1889, more than 24 years after the close of the Civil War, exceeded 40,000. The branch referred to afterwards became the Record and Pension Office, which was later consolidated with The Adjutant General's Office. In the division of The Adjutant General's Office comparable with the branch of the Surgeon General's Office referred to, there were but 9,500 calls for information unanswered on June 30, 1920; and inasmuch as the daily receipts in that division averaged 6,000 and the daily output a little more than the receipts, it is evident that the work was practically current.

7

At the close of the fiscal year ended June 30, 1920, there had been received at this office 1,014,087 fingerprint records of enlisted men of the Regular Army, 223,373 of the records having been made in case of reenlistment, in which records made during the previous services of the soldiers were on file.

In addition to the fingerprint records of soldiers of the Regular Army there had been received 3,413,015 fingerprint records of enlisted men of the National Army, the National Guard, and the Enlisted Reserve Corps, and also 116,103 fingerprint records of officers, making the total number of fingerprint records on file in the office at the close of the fiscal year 4,543,205 in the cases of 4,319,832 individuals.

During the fiscal year 1,337 cases of fraudulent enlistment of former deserters, general prisoners, and others were discovered through the fingerprint system, and 621 identifications were made

in the cases of applicants for certificates in lieu of lost or destroyed discharged certificates.

(Adapted from Report of The Adjutant General, 1920.)

QUESTIONS ON READINGS:

1. How could a man's military record aid him in a civil court proceeding?

2. Reading 1 states that many certified copies of the records of enlisted men have been used in legal controversies. Give instances of this nature that have come to your attention.

3. What reason could the Government have for requiring a certificate by the court to the effect that this information is deemed necessary in the administration of justice?

4. In what sense is it unjust to the enlisted man in reading 2 that his records of service have not been properly forwarded?

5. How does this delay cost the Government time and money?

6. How does the daily report of changes make the most current information concerning every soldier immediately available in The Adjutant General's Department.

7. What advantages do the daily report of changes have over the muster roll?

8. What is a service record?

9. What information concerning the enlisted man is contained in the service record?

10. Why do organization records agree with the individual service record of the enlisted man?

11. What is done with the service record when the enlisted man is discharged?

12. What is the great advantage of keeping all information concerning an enlisted man in one container or folder?

13. How does the fact that in 1920 The Adjutant General's Department averaged 6,000 calls daily for information concerning ex-service men show that the records are valuable to men after they have been discharged?

14. What is a fingerprint record? How is it kept?

15. In what sense is there less chance for fraud in a fingerprint record than in any of the other records kept?

16. In reading 7, why could The Adjutant General's Department feel safe in issuing 621 new discharge certificates in lieu of lost or destroyed discharge certificates?

XV

CLAIMS

NOTE TO INSTRUCTOR:

It is customary in a community, a club, an organization, or within a circle of friends when a great misfortune overtakes an individual for the remaining members of the group to share the misfortune. Usually a cash collection is taken, others provide for medical attention, while some, in the event of the death of a father, agree to care for the education of his children.

This practice of the group assuming the burden of an individual is in essence the function of all forms of insurance, and is in no sense to be considered as charity. By past contributions to a fund which exists for this purpose the individual has cared for the calamity which has overtaken him.

It is very generally accepted within our complex civilization that in the performance of any work an individual may select he renders a service to a multitude of people, and they in turn render a service to him. We can see how it is to the interest of the public in general to care for a disabled worker and get him back to the place where he can again become a producer, thereby aiding not only himself but the entire group as well.

Since the individual has rendered a service, he is entitled to protection for himself and his dependents. The peculiar service rendered by soldiers is that of protection to society. It is especially fitting and just that society should protect him through some form of compensation and insurance in case he meets with accident or death in the performance of his duties.

INTRODUCTORY QUESTIONS:

1. How is it possible for a group to share the misfortune of an individual?
2. In what sense does the coal miner in Pennsylvania work for the farmer in Iowa?
3. How may it be said you work for many and many work for you?
4. Since it is a case of you working for many and many working for you, why is it advisable for the many to care for you and your dependents when you are no longer able to care for them?
5. How do the many really aid themselves by educating the children of the worker who is no longer able to do it?
6. What service does the soldier render?

READINGS:

1

Cecil Huffman was a member of the crew of the *Cyclops*, a collier which was reported April 21, 1918, as having mysteriously disappeared. There were in all 293 members of the crew. Previous to the time Huffman entered the Navy he had made his home in a manufacturing city in Massachusetts.

Upon entering the service Huffman foresaw the value of the insurance offered by the Government. His parents are almost 60 years old. The father earns an income sufficient to provide the necessities of life. On the 17th of each month the parents receive a check for $57.75. They will receive these checks each month for 20 years.

2

The three Davis brothers, who previous to the outbreak of the war had made their home with their parents on a small farm in south central Indiana, enlisted in the Army in 1917. Each one of the boys carried the full amount of insurance issued by the Government.

The youngest brother, George, died from influenza at Camp Dix in September, 1918. Three weeks later Charles was killed in action. Ten days from the time the parents received word of the death of Charles a telegram from Washington informed them that their son, Clarence, had died as a result of disease in France.

The loss of their three sons has caused Mr. and Mrs. Davis untold grief. The fact that each of the boys had made a provision for the old age of his parents in the event he did not return shows appreciation. The parents receive monthly three checks each for $57.75 from the Government. This money gives to the parents the comforts of life which the boys would have provided had they returned from the service uninjured.

3

On April 1, 1920, the United States Government issued policy number C———— on the life of Mr. ———— for $10,000 on the ordinary life plan. One day after the effective date of insurance Mr. ———— was murdered.

4

Insurance amounting to $10,000 on the 20-year endowment plan was issued to ———— on December 1, 1920. In the dirigible accident at Hull, England, ———— was killed.

5

Policy number C———— for $10,000 ordinary life was issued on the life of Mr. ———— April 1, 1920. Fourteen months later Mr. ———— was accidentally killed in an auto accident.

6

Lee Newkirk was killed in France October, 1918. Newkirk was a married man with one child. The United States Government is to-day paying Mrs. Newkirk $35 monthly as compensation. Newkirk did not carry Government insurance.

QUESTIONS ON READINGS:

1. How did the group share the misfortune of the death of Huffman?
2. How did Huffman make it possible for his parents to receive the monthly checks?
3. Could he have been assured of the protection if he had never contributed to a fund for the dependents of other soldiers and sailors who had met death? Why?
4. The three Davis brothers had been in the Army about one year and had paid no more than $75 each, yet the United States Government will pay $57.75 for 240 months to the parents in each case. Explain how this is possible.
5. In what sense were the Davis brothers working for many people?
6. How was this group of people working for the three brothers?
7. How did the man in reading 2, who was murdered, provide an income for his wife and two children?
8. In what manner could the man in reading 4, who was killed in the dirigible accident, be said to have provided sufficient funds for the education of his children?
9. What service was Newkirk rendering at the time he met his death?
10. Why should the United States Government feel obligated to care for Newkirk's wife and child?
11. How long will Mrs. Newkirk receive this compensation?
12. What did Newkirk pay in order that his wife and child would receive compensation in event of his death?
13. Why didn't Newkirk carry United States Government insurance?
14. What is the difference between United States Government insurance and compensation?
15. Where will you go to get information concerning Government insurance?

XVI

ENGLISH

NOTE TO INSTRUCTOR:

One of the important topics emphasized in the preceding lessons is the value of the use of inspection in the Army. You may find the questions below suggestive for an oral discussion of this topic. After the oral discussion, have the men put thier ideas in writing. They will, of course, be at a loss to know just how to begin. It may be necessary, again, for you to assist them in making an outline by which to write. If you find this desirable, you can follow the general method outlined in period 6.

Some of the outstanding points in the oral discussion should be emphasized in the written work. In making the outline, you may find the following points suggestive:

(1) In order that an Army may be able to win battles, it is necessary that the soldiers who make up the Army be in good physical condition. A medical examination is required upon entrance, so that only men in good physical condition may be admitted. This information may be compared to the inspection of raw materials in factories. In either case the purpose is the same and the two inspections are of equal importance.

(2) During the period of enlistment frequent medical inspections are held to prevent the outbreak of an epidemic. A soldier in poor health is a handicap in that he can not fight, and in addition requires the services of others to care for him.

(3) No Army can win battles unless it is properly equipped. After equipment has been issued to a soldier, it is expected that he keep it intact and take proper care of it. Inspection of equipment is intended to keep all soldiers fully equipped and impress upon them the importance of taking proper care of the equipment.

(4) In addition to being in good health and fully equipped, a soldier must be well trained. A great deal of attention is paid to the training of a soldier. Inspection plays an important part at all stages in the training of a soldier.

(5) Inspections of material, equipment, and methods of training frequently indicate to those in authority that many changes are essential to the welfare and efficiency of the Army.

REVIEW QUESTIONS:

1. What are the duties of the inspectors in an automobile factory?
2. Would it be possible to build an automobile without having its various parts inspected? Why?

3. In order to have a smooth-running and efficient machine, each piece of the mechanism must measure up to certain requirements or specifications. Raw material must also undergo an inspection before it is made into the different parts. Finally, the assembled machine must be inspected.

4. What is inspection in the Army?

5. When a man attempts to enlist in the Army he is given a physical examination. If he can pass the requirements of this examination he is admitted. Should the Government accept any man for military service regardless of his physical condition? Why?

6. In what sense is this physical examination an inspection?

7. Should frequent medical examinations be held during the period of a man's enlistment? Why?

8. In order that a soldier may be at his best as a fighting man, he should be: (*a*) In good physical condition; (*b*) properly equipped; (*c*) well trained.

9. In addition to a soldier in poor health not being counted as a fighter, he also handicaps his fellow soldiers. Explain.

10. How do inspections in the Army decrease sickness among the soldiers?

11. Why is the Government interested in having soldiers take proper care of their health and environment?

12. How do inspections aid in impressing upon soldiers the importance of complying with sanitary regulations?

13. After the Government equips a soldier, why should it insist that he take proper care of it?

14. In what sense is a soldier injuring his fellow soldiers when he either loses his equipment or does not take proper care of it?

15. How do inspections assist in keeping soldiers properly equipped?

16. How do inspections show the Government that either new material or material of a different type is needed for the welfare and efficiency of the Army?

17. How much of the success of any army depends upon its training?

18. How do the purposes of inspection in the Army compare with the purposes of inspection in an automobile factory?

19. Why is inspection as essential in the Army as it is in a factory?

20. Write not less than 250 words on "The value of inspection in the Army."

XVII

THE UNITED STATES MILITARY ACADEMY

NOTE TO INSTRUCTOR:

The work of the world requires the services of many specially trained men. Those who plan large enterprises involving the labor of many; those who touch vitally the life and influence the character of the people must have exceptionally careful training in both the technique and the ethics of their professions. In this class we would put the physician, the teacher, the architect, the engineer, and others. The need for exceptional abilities for such services is so generally recognized that special schools are conducted to give the training. We have our schools of medicine, schools for teachers, schools for engineers, etc., which give their attention wholly to the training of people for these professions.

It is to this class of professions that the soldier belongs. He deals in human lives, and has under his guardianship the most sacred principles of the Nation. Besides, his profession has come to be highly technical and varied in character. It is important, therefore, that the man who plans to follow the profession of arms be early set apart for special training in his profession. He will need the most rigid drill in the technique and moral standards of the profession, reinforced by a background of liberal culture. He must have his special school that will put into his early training a foundation upon which to rear an honorable and efficient career as a soldier. This special school for the American soldier is the United States Military Academy.

INTRODUCTORY QUESTIONS:

1. If you were sick or wounded, would you prefer a physician of fine training to one of poor training? Why?
2. Why do we require a physician to have a license to practice his profession?
3. Why do we have special schools for the training of teachers?
4. Why should physicians, teachers, architects, engineers, and the like have a high sense of honor in the performance of their duties?
5. Why should a soldier cultivate a high sense of duty and honor?
6. Why should a soldier have special training for his profession?

READINGS:

1

There is a model village situated on the banks of the Hudson River, in New York State. The people living in this village are

among the cleanest, healthiest, and busiest in the world. One interesting thing about this place is that no liars are allowed. Another is that everything and everybody is immaculate. Dirt is forbidden. It is difficult to get permission to live in this village, and it is still more difficult to stay there. An untidy person, a person who is frequently late, a shirker, or a liar is soon discovered and forced to leave. It is the belief of the officials of this village that it does not pay to educate a liar.

If all persons who do not tell the truth should be expelled from the towns in which they live it would take many trains to carry them away. A liar is always dangerous, but there is a special reason why this community must expel every untruthful person. This village is the United States Military Academy at West Point. It is here that the United States trains officers for the Army. In times of danger every officer must know that every other officer and soldier is telling the exact truth. A battle might be lost through a "white" lie. No weaklings, no liars, no bullies should be graduated from West Point.

In reading the rules of conduct at West Point we find that some offenses are punished in two ways—by dismissal or "otherwise less severely"; but lying and ungentlemanly conduct has only one penalty—dismissal. The West Point motto is "Duty, honor, country."

(Adapted from My Country, Turkington.)

2

The maximum authorized strength of the Corps of Cadets at the United States Military Academy (excepting the 4 Filipinos) is 1,334, appointed in number and from sources as follows: Four from each State at large; 2 from each congressional district; 2 from each Territory; 4 from the District of Columbia; 2 from natives of Porto Rico; 82 from the United States at large, 2 of whom are appointed upon the recommendation of the Vice President and 20 of whom are selected from among the honor graduates of educational institutions having officers of the Regular Army detailed as professors of military science and tactics, and which institutions are designated as "honor schools" upon the determination of their relative standing at the last preceding annual inspection regularly made by the War Department; *and 180 to be appointed from among the enlisted men of the Regular Army and of the National Guard, in number as nearly equal as practicable, between the ages of 19 and 22, who have served as enlisted men not less than one year. They are appointed by the President*, and those appointed from States at large, from congressional districts, from the Territories, from the District of Columbia, and from the island of Porto Rico must under the law be actual residents thereof, respectively.

Appointments to the Military Academy from among the enlisted men of the Regular Army are made by competition throughout. No political influence is needed; the best man wins.

Each year a definite allotment of candidates, based on the number of vacancies available, is made to each corps area and department, the commanding generals thereof being instructed to bring the matter to the attention of all enlisted men within his command and to encourage them to apply for appointment if they meet the requirements. If the number of applicants exceed the number of candidates allotted to any corps area or department, the commanding general must resort to a preliminary competitive examination of a scope and nature similar to the regular entrance examination, to be held between December 1 and December 15, for the purpose of selecting the candidates allotted to his corps area or department.

The candidates thus selected are authorized to report for the regular entrance examination in March, and enter it on a competitive basis entirely, competing with all candidates similarly selected by other corps areas and departments. All vacancies available on July 1 following are filled by the admission of qualified candidates, in the order of merit established at the examination in March; i. e., if there are 20 vacancies available, the first 20 candidates on the qualified list, arranged in order of merit, are admitted.

The regular entrance examination in March consists of the following-named subjects: Algebra, to include quadratic equations and progressions; plane geometry; English grammar, composition, and literature; and general and United States history.

3

Date of admission.—Candidates who fully conform to the requirements, and who report in person to the superintendent on the first week day in July, before 12 o'clock noon, shall be admitted as cadets of the United States Military Academy, and shall receive their warrants of appointment as soon as practicable.

Engagement to serve.—Immediately after reporting to the superintendent for admission, and before receiving their warrants of appointment, candidates are required to sign, in the presence of the superintendent, or of some officer deputed by him, engagements for service in the following form:

I, ---------- ----------, of the State (or Territory) of ----------, aged ---------- years ---------- months, do hereby engage (with consent of my parents or guardian) that from the date of my admission as a cadet of the United States Military Academy, I will serve in the Army of the United States for eight years unless sooner discharged by competent authority.

In the presence of ----------.

Oath of allegiance.—Each cadet shall, previous to his admission to the academy, take and subscribe an oath or affirmation in the following form:

I, _____ _____, do solemnly swear that I will support the Constitution of the United States and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States paramount to any and all allegiance, sovereignty, or fealty I may owe to any State, county, or country whatsoever; and that I will at all times obey the legal orders of my superior officers and rules and articles governing the Armies of the United States. (Sec. 1320, R. S.)

Sworn to and subscribed at _____ this _____ day of _____ nineteen hundred and _____ before me.

Qualifications.—No candidate shall be admitted who is less than 5 feet 4 inches in height, or who is deformed or afflicted with any disease or infirmity which would render him unfit for military service, or who has, at the time of presenting himself, any disorder of an infectious or immoral character. Candidates must be unmarried.

Enlisted candidates are eligible for admission from the day they are 19 until the day they become 22 years of age, on which latter day they are not eligible.

Each candidate must on reporting at West Point present a certificate showing successful vaccination within one year, or a certificate of two vaccinations, made at least a month apart, within two months.

4

The pay of a cadet is $780 per year and one ration per day, or commutation thereof of $1.08 per day, to commence with his admission to the academy. The total is $1,740.20. The actual and necessary traveling expenses of candidates from their homes to the Military Academy are credited to their accounts after their admission as cadets.

Immediately after admission candidates must be provided with an outfit of uniform, etc., the cost of which is about $250. The sum, or an amount which, in addition to the traveling expenses mentioned above, will equal $250, should be deposited with the treasurer of the academy before the candidate is admitted.

5

From the moment that a cadet enters West Point his past life, experiences, advantages, record disappear into oblivion so far as the authorities and other cadets are concerned. No reference is ever made to any cadet's home, to his connections, to his family, unless

he introduces the subject. Once he becomes a cadet, a new, clean sheet of his life is started for him, and whatever is entered thereon depends solely upon himself. Every man at West Point has the same chance—the chance of advancement based upon merit and efficiency and upon nothing else. It makes no difference to the officers in charge or to the other cadets whether a man's family is wealthy or distinguished. As a matter of fact, this information is rarely known, because all of the cadets report together; they are totally unknown to those in charge, so that there is no possible way to ascertain anything about the cadet's antecedents. They lose their identity completely, and so much so that the upper classmen take months to learn the real names (of the first-year men), meanwhile calling them by the generic names, Ducrot, Dumbguard, and Dumbjohn.

(West Point, Robert C. Richardson, jr., pp. 284–285.)

Questions on Readings:

1. Where is the United States Military Academy?
2. Why is West Point spoken of as a model village?
3. Why should not shirkers, untidy persons, and liars be permitted to remain at West Point?
4. Why is a liar particularly dangerous in the Army?
5. Are the officials at West Point right in thinking that it does not pay to educate a liar? Why?
6. What is the importance of beautiful surroundings and fine traditions in the building of the soldiery character?
7. What is the meaning of the West Point motto?
8. What part does West Point play in the training of a soldier?
9. Is an officer's education complete when he leaves West Point? What other provisions are made for his training?
10. What is the authorized strength of the Corps of Cadets?
11. How are they appointed?
12. How may enlisted men be appointed to West Point?
13. Why should a man agree to serve a certain number of years in the Army when he accepts an appointment to West Point?
14. What is the Constitution of the United States?
15. Why is a cadet required to take an oath to support it?
16. What is meant by the words of the oath, "bear true allegiance to the National Government"?
17. Why is the Government willing to spend $1,174.20 a year for four years to educate one man at West Point?
18. What is meant by saying that the men at West Point lose their identity? What are the advantages of having all on equal footing?

19. How does the spirit of good fellowship and the practice of vigorous sports at West Point contribute to the training of an officer?

20. How does the training at West Point compare with that at other colleges in preparing men for successful careers in professions other than that of a soldier?

21. What chance has the enlisted man to prepare for entrance examinations for West Point?

22. What other ways are open for enlisted men to get commissions?

XVIII

THE GREAT WAR

NOTE TO INSTRUCTORS:

Success in modern war demands not the organization of armies alone but the organization of the nation. Among nations of hunters every man was a warrior as well as a hunter. In time of war all took the field and maintained themselves in the same manner as when they lived at home. Such was true of nations of shepherds and is true today of all nomadic peoples. During the time of Hannibal war was carried on almost wholly by armed forces who maintained themselves at the expense of the enemy country. During our own Revolutionary War the plowman was transformed into a soldier by simply dropping the plow handles and taking down his musket and powder horn. But modern warfare is not carried on by quickly prepared armies marching out to occasional battles. It involves scientific research, giant machines drawn by traction engines, scientific calculation, careful organization, a continuous stream of equipment, food, and ammunition. Every function of the social system must be intensified and directed to the single purpose to which all else is subordinate.

This change in warfare from a conflict between armies to a conflict between nations, demanding the organization of all national resources and the cooperation on the part of everyone, necessitates, in time of war, a readjustment of the social, economic, and industrial activities of the nations involved. A readjustment along these lines disturbs not only the nations at war but the other nations as well, because we are bound together so closely by political, social, economic, and intellectual ties that any great war is inevitably felt everywhere. This was demonstrated by the European war.

INTRODUCTORY QUESTIONS:

1. What is a riot?
2. How does war differ from a riot?
3. How did the World War differ from other wars?
4. How did it illustrate the statement that wars are no longer fought by armies alone but by whole nations?

READINGS:

1

Hannibal, when he was 30 years old, took up the army that his father had made and the war that his father had planned. Part of

his soldiers he left to protect Spain, part he sent to guard Carthage and the coast of Africa, but the great mass he led straight into Italy. It was a march of 500 miles from Spain. There were rivers to cross, hostile tribes to win a way through, and a rugged wall of snow-topped mountains to pass. For more than two weeks the armies climbed the steep mountain trail. Sometimes the men and baggage mules slipped from the narrow, snow-covered paths and plunged over the precipice. The mountain tribes hid behind rocks and worried the army and killed the stragglers. The men suffered from cold and from hunger, for food was difficult to find here on barren mountains.

Hannibal started from Spain with an army of 50,000 fresh soldiers; he trailed down from the fierce Alps into Italy with 6,000 men, hungry, tired, and discouraged. The mountains had done their best to protect Italy. With that small army, however, he met the Romans and defeated them. For 17 years he led his troops about in Italy, feeding them on Italian crops, living in Italian towns, every moment on guard, proved himself one of the greatest generals of the world.

* * *

But Carthage, across the sea, was untouched and safe. To be sure, she was proud of her brilliant general, who was winning battles off there in Italy, and yet she was jealous, too. She was stingy, moreover, and unwilling to spare him more money and men. "Let him shift for himself," she seemed to say.

But an army can not live in an enemy's country without help from home. So gradually the Romans closed about Hannibal and shut him up in the southern end of Italy. At last they sent an army into Africa and threatened Carthage herself. Then the proud city sent for its great general to come home. Hannibal and his army left Italy, landed in Africa, met the Romans, and were defeated.

(Adapted from Our Ancestors in Europe, Jennie Hall, pp. 93–95.)

2

When France sprang to arms in August, 1914, to repel the invader, she called to the colors four-fifths of all able-bodied workers between 19 and 45 years of age. This meant that the ordinary activities of France were greatly hindered. In whole districts mines, quarries, paper mills, iron works, spinning mills, and many business establishments either closed their doors or ran on a very light schedule. At first this did not greatly worry the responsible officials. Perhaps they thought that they could soon repulse the foe by means of their existing materials of war; that is, by using their existing stock of cannon, shells, rifles, ammunition, blankets, clothing, transport wagons, etc.; and that they could then return to the everyday tasks they had dropped.

Mars was not to be satisfied so easily and so quickly. It was to be a long war, and war is a greedy destroyer. France's stock of war materials was used up at a tremendous rate. More had to be produced and forwarded to the army. Who was to produce these things? The loyal youths, women, and old men of France were eager to help, but they did not know the trades and could not direct the operations. Until trained, they could furnish only unskilled labor.

3

It was September 11. On the morrow was to begin the drive to wipe out the St. Mihiel salient, that famous series of ridges and hills that, despite some of the bloodiest fighting of the war, had withstood all French attempts to take it. This was to be practically an all-American affair, under our own command. As far back as the winter before, when the First Division held the Toul sector, I had seen preparations making for it; lately I had glimpsed some of the results: Railroads crisscrossing the woods, running almost in the front lines; battery after battery of heavy guns, ammunition enough, so it seemed, to blow Montsec from the face of the earth. The prophecies of last winter were about to be fulfilled. The First Division was to outflank and take the terrible Butte. * * *

Nine o'clock and black as Egypt, the rain heavier than ever. We fell into line, the surgeon's group, with which I was to work, in the lead. We began to march through heavy, clinging mud, knee deep; every step an effort. Along a twisting road, across a field that was worse. "Look out for the shell holes." Too late; they dragged me out of the watery pit. A snicker ran down the line. "A man fell in. He's in the Army now."

We came to a railroad, where the going was better. A whistle blew sharply ahead; we jumped aside to let a "dinkey" and a train of flat cars pass. "What's a train doing here?" Out of the darkness a voice: "Delivering bonbons for the Boche. Going to be some barrage, believe me. See you in Metz." Somehow our group got lost. For two hours we groped around, falling headlong into invisible trenches, crawling painfully through barbed-wire entanglements. We came at last, in tatters and soaked to the skin, on the crest of a hill. We huddled down under a road bank. It was 5 minutes to 1. We counted the seconds.

At 1 o'clock came the deep-throated "boom"; we awaited. We followed up the sound of the shell; saw the flash as it fell on the flank of the Butte. The night was suddenly alive and quivering with sound. All the great cannon that for months had lain hidden and silent for this hour were vomiting fire and steel upon Montsec. The

wet sky grew red with the blaze of it. Fountains of white flame outlined the ridges. The towering Butte was a cataract of fire. * * * The rain ceased. Dawn came, gray and cold, a keen wind blowing. We could make out our battalion lying a little below us on the slope. * * *

Before us lay the Montsec panorama we Americans had been wistfully viewing for nearly a year. The wide valley plain, dotted with groves and ruined villages—Boucainville, Richecourt, Seichprey of bloody memory for one Yankee division; beyond, rising steeply, the wooded ridges, and in their van, flying streamers of smoke, the grim Butte. Over the plain rolled the barrage, the tanks, the first wave, pigmylike under the shadow of the hills. Down our slope moved the second and third waves. All the infantry of the division was in sight at once, bayonets fixed; three parallel hedges of bristling steel moving steadily toward the heights. Overhead airplanes darted and circled. The man beside me, forgetting that he was scared, caught his breath: "I want to live to remember this."

(Adapted from Bolenius Sixth Reader, pp. 171–174.)

4

During the World War the director of motor-truck construction said, "Without trucks the war can't be won." Said the military leaders, "Without an Army the enemy can't be defeated." From the Navy came the cry, "Without our protection the Army and the trucks can't reach France." "We are the eyes of the armed forces of the Nation; nothing can be accomplished without our help," said the aviators. "Food will win the war," insisted Mr. Hoover. "Ships! ships! more ships! Build a bridge of ships to Pershing, or democracy is lost!" shouted Frederick Palmer. "Subscribe to the Liberty loan, and win the war," urged Secretary McAdoo.

(Community Life and Civic Problems, Hill, pp. 13–14.)

5

The European war involved 93 per cent of the population of the world. The neutral countries had a combined population of only 130,000,000, whereas the countries which took part in the war had a combined population of over 1,700,000,000. The grand total of men enrolled in the various armies was over 56,000,000, of whom 7,553,600 were slain, 16,937,000 wounded, and 6,729,000 missing or prisoners. There were about 30,000,000 under arms at the close of the war.

Questions on Readings:

1. What were some of the difficulties that Hannibal's army encountered in crossing the Alps?
2. What was the condition of the Army when it reached Italy?

3. What was the distance? Would it be considered a long and hazardous trip now? Why?

4. How were the soldiers provided for?

5. What kind of support did the Army receive from the people at home?

6. At the outbreak of the World War, when France called to the colors four-fifths of all able-bodied workers between 19 and 45, why were the ordinary activities of the country greatly hindered?

7. Who took the places of the able-bodied workers that were fighting?

8. Why were they handicapped?

9. Why must France keep her mines, quarries, mills, iron works, spinning mills going in time of war?

10. Describe the taking of St. Mihiel salient.

11. What was necessary to prepare an army for a battle of this kind?

12. Could an army of this kind live off the enemy country? Why?

13. How did the trucks help win the war? The Army? The Navy? Airships? Food? Ships? Buying Liberty bonds?

14. What is the population of the world?

15. What per cent of the population of the world was involved in the World War?

16. How many men were enrolled in all the various armies?

17. How were neutral countries affected by the war?

18. "With our present-day interdependence, nations are bound together so closely that any great war is inevitably felt everywhere." Explain.

19. "When war comes industry must be readjusted." Why? What readjustments do you know of that were made during the war?

20. What is meant by universal military service? What arguments can you present in favor of it? What against it?

XIX

AMERICA'S PART IN THE WAR

NOTE TO INSTRUCTOR:

"No one who is not blind can fail to see that the battle of democracy for America stretches to-day from the fields of Flanders to every house and workshop where toiling, upward-striving men and women are counting the treasures of right and justice and liberty, which are being threatened by our present enemies." In these words, President Wilson, in the early days of the World War, called the attention of the people to the necessity of concentrating every resource of the Nation on the one objective of bringing the war to a successful termination. The record of America's part in the war gives proof of the great power of national teamwork and indicates the type of effort that must be put into any future conflict of arms. It is the purpose of this lesson, therefore, to recall outstanding features of America's effort in the World War by citing typical cases which will furnish a basis for enlargement of the subject through discussion.

INTRODUCTORY QUESTIONS:

1. Why did the United States enter the World War?
2. What do we mean by a "World community?"
3. Why is it said that the United States was not prepared to fight when war was declared on April 6, 1917?
4. In what respects had warfare changed since our previous war in 1898?
5. How did these changes affect the kind of preparation to be made?
6. Why is it necessary for "a whole nation to fight as a team" in modern warfare?

READINGS:

1

Speaking before the Business Men's Association, Minneapolis, Minn., in December, 1917, Frank A. Vanderlip said: "We are apt to measure things by the yardstick of the dollar—the money value of things. We have seen Congress appropriate for expenditures this fiscal year $19,000,000,000. Do you know what a billion dollars is? I don't. I have been used to handling million-dollar units a good deal. We know what a million dollars is pretty well. We can picture what sort of a building, how much of a shop, what kind of a

store a million dollars represents. But we can not as yet adequately measure a billion dollars. And we are to raise $19,000,000,000. Nineteen billion dollars! It would make a ring of $20 gold pieces around the Equator, one lying next to the other. It is three times all the money there is in the United States. Every dollar that this Government has spent from its foundation, down through all the wars, through all the days of peace, all it has spent for pensions, for the Panama Canal, for constructing buildings—every expenditure that it has made from the first days of Alexander Hamilton in the Treasury down to the beginning of this fiscal year—foots $26,-300,000,000, and now we are going to spend $19,000,000,000 in a year! The value of all the railroads in the country—tracks, terminals, equipment, locomotives, cars, everything—is less than $19,000,-000,000."

Final reports show that the direct cost of the war was $22,000,000,000—more than $1,000,000 an hour for over two years. This amount would have carried on the Revolutionary War more than a thousand years.

In addition to this huge expenditure, nearly $10,000,000,000 have been loaned to the Allies.

2

In the American Army there is one officer for each 200 men. This means that 200,000 officers were required for the Army of 4,000,000 men. But when the war was declared there were only 6,000 officers in the Regular Army. The National Guard divisions were fortunately able to furnish most of their own officers. After this source of supply had been exhausted, however, it was still necessary to secure some 180,000 officers elsewhere. The officers' training camps solved the problem.

* * * * * * *

3

The problems of feeding and clothing the Army were difficult because of the immense quantities involved rather than because of the difficulty of manufacturing the articles needed.

Requirements of some kinds of clothing for the Army were more than twice as great as the pre-war total American production of the same articles.

To secure the articles needed for the Army, the Government had to commandeer all the wool and some other staple articles in the United States and control production through all its stages.

American engineers built in France 17 new ship berths, 1,000 miles of standard-gauge track, and 125 miles of narrow-gauge track.

The Signal Corps strung in France 100,000 miles of telephone and telegraph wire.

Prior to the armistice 40,000 trucks were shipped to the forces in France.

Construction projects in the United States cost twice as much as the Panama Canal, and construction overseas was on nearly as large a scale.

* * * * * * *

4

When war was declared the United States had sufficient light artillery to equip an Army of 500,000 men, and shortly found itself confronted with the problem of preparing to equip 5,000,000 men.

Up to the end of April, 1919, the number of complete artillery units produced in American plants was more than 3,000, or equal to all those purchased from the French and British during the war.

The number of rounds of complete artillery ammunition produced in American plants was in excess of 20,000,000, as compared with 10,000,000 rounds secured from the French and British.

* * * * * * *

5

Two out of every three American soldiers who reached France took part in battle. The number who reached France was 2,084,000, and of these 1,390,000 saw active service at the front.

Of the 42 divisions that reached France 29 took part in active combat service. Seven of them were Regular Army divisions, 11 were organized from the National Guard, and 11 were made up of National Army troops.

American divisions were in battle for 200 days and engaged in 13 major operations.

In October the American divisions held 101 miles of line, or 23 per cent of the entire western front.

In the Battle of St. Mihiel 550,000 Americans were engaged, as compared with about 100,000 on the northern side in the Battle of Gettysburg. The artillery fired more than 1,000,000 shells in four hours, which is the most intense concentration of artillery fire recorded in history.

The Meuse-Argonne Battle lasted for 47 days, during which 1,200,000 American troops were engaged.

The American battle losses of the war were 50,000 killed and 206,000 wounded. They were heavy when counted in terms of lives and suffering, but light compared with the enormous price paid by the nations at whose sides we fought.

* * * * * * *

5008°—22——6

6

In 1917 the people saw to it that most of the 100,000,000 Americans had some part in the war. Those who did not serve in the Army or Navy or in the Red Cross helped in one or more of the following ways:

Sold Liberty bonds. Approximate total sold, $21,450,000,000.

Did free clerical work for the draft boards.

Made knitted articles for soldiers and sailors. In nearly 4,000 Red Cross chapters more than 8,000,000 gave volunteer service so faithfully that, however untrained they were at the beginning of the war, at its end the majority of them were skilled workers in all the Red Cross needs. They made a total of 291,000,000 articles, in which were used raw materials which cost $40,000,000.

Used all the land available for gardening; canned vegetables and fruits; and saved sugar, wheat, and meat. In the years before the war the United States sent an average of between 5,000,000 and 6,000,000 tons of food to Europe each year. In the crop year of 1918 we doubled that amount, sending 11,820,000 tons, and were prepared in the following year to send between 15,000,000 and 20,000,000 tons.

Contributed to various welfare organizations to the extent of approximately $1,000,000,000.

(Adapted from The War With Germany, Col. Leonard P. Ayers.)

QUESTIONS ON READINGS:

1. How did the United States raise the money for her part in the European War?
2. In what other ways might she have raised it?
3. What are the advantages of having many small subscribers to a war fund?
4. What did the United States do with all this money?
5. Where did the United States get the lumber for the enormous building projects, the munitions necessary, the clothing, food, ships, etc., to make an efficient Army?
6. To produce artillery, rifles, airplanes, ammunition, etc., required the services of many men and much machinery that before the war were doing other kinds of work. What kinds of work had they been doing?
7. How did the change to war production affect the people in general?
8. Why did we have to produce more food during the War with Germany than before?
9. How was increased production effected?
10. What other measures besides increased production were taken to solve the food problem?

11. What were some of the building projects necessary before the United States could train the officers and men needed?

12. What buildings were necessary in France? Why?

13. How did the United States get her men to France and keep them supplied?

14. What part did the industries play in all this? The farmer?

15. How do you account for the fact that the United States troops made such a good record against the seasoned German soldiers?

16. Is the most spectacular service always the most useful?

17. Why could not all our soldiers be sent abroad?

18. What part did the soldiers who stayed at home play?

19. What do we mean by saying that in modern warfare whole nations go to war?

20. What do we mean by team play?

21. In what respects does America's part in the World War illustrate team play?

XX

ENGLISH

NOTE TO INSTRUCTOR:

Specialization, interdependence, and cooperation are themes running through the whole course and especially prominent in the three preceding periods. In the early history of our country, families and sometimes even individuals were obliged to rely upon their own efforts for nearly everything that they had. They produced their own food, made their own clothing, and looked after their own protection. In case of war the men needed practically no training other than that received in their daily pursuits. To-day, however, we depend on others for much that is necessary to us and we suffer if they do not do all we expect of them. It is no longer necessary for one to make all he wears and to produce all that he eats. He is free to devote his time to the work that he can do best in the situation in which he finds himself. The farmer must raise crops, the weaver must make cloth, the miner must dig coal, and the soldier must be ready and prepared to give protection. While they are busy doing these things others are busy doing their share of the world's work. Warfare has kept pace with these changes.

The purpose of this period is to teach expression. The same general methods used in the other periods on English should be followed. A discussion of the review questions should give the men enough ideas to write on the topic assigned. In order, however, to focus their thought the following and similar questions should be asked:

1. Is the statement true?
2. What is meant by modern wars?
3. Did not whole nations wage war in ancient times?
4. Why must whole nations wage wars now any more than in olden times?

REVIEW QUESTIONS:

1. What do we mean by a "world community"?
2. What do we mean by "our national community"?
3. How are the members of "our national community" more dependent upon one another than were the people during colonial times?
4. During the Revolutionary War the Battle of Kings Mountain was won by mountaineers who had taken down their muskets and powder horns and gathered together for that particular battle. In

the way battles are fought to-day would such soldiers have any chance to win against trained soldiers? Why?

5. Why does it take longer now to train a soldier than it did during the Revolutionary War?

6. Why is it said that the United States was not prepared to fight when war was declared on April 6, 1917?

7. In what respects had warfare changed since our previous war in 1898?

8. How did these changes affect the kind of preparations to be made?

9. Why is it necessary for "a whole nation to fight as a team" in modern warfare?

10. What part in the World War did our farmers play? Our coal miners? The women? The children? The physicians? The chemists? The bankers?

11. Write not less than 200 words on the subject, "Modern wars are waged by whole nations."

XXI

AMERICA TO-DAY

NOTE TO INSTRUCTOR:

One of the purposes of this course is to promote among the enlisted men of the Army a better understanding of the true meaning and significance of America. This particular discussion is in the nature of an introduction to that part of the course which deals with the fundamentals of American history and government. It presents in preview a picture of *what we have* in America of resources, institutions, and government, together with suggestions as to *how we got them* and *what we must do to keep them.* Every citizen should know all he can about the America in which he lives. He should know at least the high points of her history. He should have an appreciation of the spirit and the ideals of her founders and her defenders—the spirit and ideals of Washington and of Lincoln. Secretary Lane expressed this idea unusually well in the address, parts of which are quoted in the reading. When one knows these things he can have a just pride in them and can believe that America is and will continue to be a land of opportunity.

INTRODUCTORY QUESTIONS:

1. What parts of the United States have you seen?
2. If you can not travel, what is the next best way to know your country?
3. In your experience how do people in widely separated sections of our country differ in manners and customs? In national ideals?
4. What should every American know about his country? Why?

READINGS:

1

What is America? There is a physical America and there is a spiritual America. They are so interwoven that you can not tell where the one ends and the other begins.

If I could have my way, I would say to the man in New York, "Come with me and I will show you America," and I would say to the man in San Francisco, "Come with me and I will show you America."

I would show him * * * the physical America, so that he might have an admiration, not only of its strength, of its resources, of what it could do against the world, but that he might have pride in this as a land of hope and a land in which men have won out. I would take him across the continent. I would show him the 8,000,000

farms which went to feed Europe in her hour of need. I would take him out into Utah and show him that mountain of copper they are tearing down at the rate of 38,000 tons per day. I would take him to the highest dam in the world, in Idaho. And I would let him see the water come tumbling down and being transformed into power, and that power being used to pump water again that spread over the fields and made great gardens out of what 10 years ago was the driest of deserts.

I would tell him, not that America is perfect, that America is a finished country, but I would say to him: "America is an unfinished land. Its possibilities will never end, and your chance here and the chances of your children will always be in ratio to your zeal and ambition."

It is beyond estimate when we shall reclaim all our lands and find all our minerals, or make all our people as happy as they might be. But out of our beneficent political institutions, out of the warmth of our hearts, out of our yearning for higher intellectual accomplishment, there will be ample space and means for the fulfillment of dreams, for further growth, for constant improvement. That conviction is at once our inspiration and aspiration.

I would have that man see America from the reindeer ranges of Alaska to the Everglades of Florida. I would make him realize that we have within our soil every raw product essential to the conduct of any industry. I would take him 3,000 miles from New York, where stands one of the greatest universities in the world, to another great university, where, 70 years ago, there was nothing but a deer pasture. I would try to show him the tremendous things that have been accomplished by the United States—250,000 miles of railroad, 240,000 schools, colleges, water powers, mines, furnaces, factories, the industrial life of America, the sports of America, the baseball game in all its glory.

And I would give to that man a knowledge of America that would make him ask the question, "How did this come to be?" And then he would discover that there was something more to our country than its material strength.

It has a history. It has a tradition. I would take that man to Plymouth Rock, and I would ask, "What does that rock say to you?" I would take him down on the James River, to its ruined church, and I would ask, "What does that little church say to you?" And I would take him to Valley Forge and point out the huts in which Washington's men lived, 3,000 of them, struggling for the independence of our country, and I would ask, "What does this example spell to you? What induced those colonists to suffer as they did—willingly?"

And then I would take him to the field of Gettysburg and lead him to the spot where Lincoln delivered his immortal address, and I would ask him, "What does that speech mean to you; not how beautiful it is, but what word does it speak to your heart? How much of it do you believe?"

And then I would take him to Santiago, and I would ask, "What does that bay mean to you?"

And I would take him over to the Philippines, where 10,000 native teachers every day teach 800,000 native children the English language. And I would bring him back from the Philippines to the Hawaiian Islands.

In Honolulu a procession of school children pass before me and present me with the flags of their countries. There are represented every race, from New Zealand clear along the whole western side of the Pacific. They place at my feet 26 flags. * * * I would show that man how the children in these schools, whether Japanese or American, no matter what their source, stand every morning before the American flag and raise their little hands and pledge themselves to one language, one country, and one God.

And then I would bring him back to this country and say, "Grasp the meaning of what I have shown you and you will know then what Americanism is. It is not 110,000,000 people alone; it is 110,000,000 people who have lived through struggle and who have arrived through struggle, who have won through work. Let us never forget that we are what we are because we have accomplished." * * * The march of civilization is the epic of man as a workingman, and that is the reason why labor must be held high always.

(Adapted from extracts from an address at New York, January 11, 1919, by Franklin K. Lane, Secretary of the Interior.)

2

I was told in Syria that in America money could be picked up everywhere. That was not true. But I found that infinitely better things than money—knowledge, freedom, self-reliance, order, cleanliness, sovereign human rights, self-government, and all that these great accomplishments imply—could be picked up everywhere in America by whosoever earnestly seeks them. * * * Now, do you wish to know what riches I have gathered in the New World? I will tell you. These are my riches, which neither moth nor rust can corrupt. I have traveled from the primitive social life of a Syrian village. I have come from the bondage of Turkish rule to the priceless heritage of American citizenship. I am rich in that I have been taught to believe in and to labor for an enlightened and cooperative individualism, universal peace, free churches, and free schools.

(Adapted from A Far Journey, by Abraham Mitrie Rihbany.)

3

Abraham Lincoln, with his far-seeing vision and his shrewd, homely common sense, set forth the doctrine which is right both as regards individuals and as regards nations, when he said: "Stand with anybody that stands right. Stand with him while he is right and part with him when he goes wrong. * * * With malice towards none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, and to do all which may achieve a just and lasting peace among all nations."

Let this Nation fear God and take its own part. Let it scorn to do wrong to great or small. Let it exercise patience and charity toward all other peoples, and yet at whatever cost unflinchingly stand for the right when the right is menaced by the might which backs wrong. Let it furthermore remember that the only way in which successfully to oppose wrong which is backed by might is to put over against it right which is backed by might. * * * The only kind of peace worth having is the peace of righteousness and justice.

(Adapted from Fear God and Take Your Own Part.—Theodore Roosevelt.)

Questions on Readings:

1. McCormick with his first reaper cut 6 acres of oats in an afternoon. This was equal to the work of six men with scythes or 24 peasants with sickles. How has the use of agricultural machinery affected the American farmer?

2. The United States has now more than 266,000 miles of railway. In 1830 the first American steam locomotive operated over a 10-mile track out of Baltimore. If we had only the transportation facilities of a hundred years ago, how would democracy succeed in America to-day?

3. The average Greek family of ancient times was supported by five slaves. The modern American family has at its service 150 servants in the electrical, mechanical, and hydraulic energy harnessed to carry on industry. Our use of power gives every American workman an average of 2 horsepower to aid him in his labors. How does the use of power machinery in industry multiply the worker's hands and give strength to his arms?

4. Our forefathers entered the forest, built cabins, cleared the fields, raised crops, made their clothing, even forged their own tools. Each family was self-supporting and existed largely by means of its own resources. To-day each person works at one, or at most a few, tasks and depends upon the products of others to satisfy his numerous wants. How has division of labor, with its consequent exchange of products, been a benefit to the individual?

5. In a democracy the government performs a relatively small number of services, leaving the area for individual initiative correspondingly large. The citizen is dependent in a large way upon his own judgments and makes his own decisions. Why is there need for a higher educational standard in a democracy than in an autocracy?

6. Why is America called "a land of opportunity"?

XXII

WHY PEOPLE CAME TO AMERICA

NOTE TO INSTRUCTOR:

When a man does something he expects thereby to get something he wants. This applies to a man's daily work, to his change from one position to another, to his leaving one town or State or nation for another.

Since the discovery of America, this country has drawn to itself many different peoples. It has appealed to the adventurer, the churchman seeking greater religious freedom, the oppressed poor, the man desiring greater political freedom; indeed, all types of men and women who dared to hope for larger opportunities for personal growth, comfort, and independence. The records of the earliest as well as those of present-day immigrants indicate a great variety of purposes for which people come to America.

INTRODUCTORY QUESTIONS:

1. Why do people voluntarily change from one kind of work to another?
2. Why is it sometimes wise and sometimes unwise to make a change?
3. What should a man do before he makes a change in his work or his place of living?
4. What is the meaning of the proverb, "A rolling stone gathers no moss"?
5. Could you apply this proverb to all the people who came to America from other countries? Discuss.

READINGS:

1

In the year 1607, on New Year's Day, a hundred men set sail in three ships for the land now called Virginia. With some the object of the quest was gold; with others, it was adventure. They landed four months later, on a peninsula extending into the James River, and called their little settlement, Jamestown.

(Adapted from The Story of Our Country, Elson and MacMullan.)

2

Twenty-six years after the settlement of Jamestown, two other boats came into the Chesapeake Bay. They sailed up the bay until they came to a small wooded island at the mouth of the Potomac

River. Here landed 300 men who were sent out by Lord Baltimore to establish a colony for Roman Catholics who were treated unkindly in England. Lord Baltimore secured a grant of territory for this purpose from the King, and called the grant of land, Maryland, at King Charles's request, in honor of the Queen, Henrietta Maria.

(Adapted from The Story of Our Country, Elson and MacMullan.)

3

In the year 1663 Charles II, King of England, called eight of his favorites and said, "You have helped me, and now, as a reward, I shall give you the tract of land south of Virginia, and you will be the lords proprietors." These lords proprietors then drew up a form of government for the colony. They called it the grand model. "We are the proprietors of this land," they said, "and only the nobility and rich shall govern." They called their possession Carolina, in honor of King Charles.

But with such a constitution they could not induce people to settle. "We want a voice in the government," was the cry. And the cry was heard; the people were given tracts of land and a share in making the laws. Freedom of religion was granted, and in time the persecuted Huguenots from France found a home in the Carolinas. Later came 500 Irish from Ireland.

(Adapted from The Story of our Country, Elson and MacMullan.)

4

James Oglethorpe, a member of Parliament, had a friend who became ill and could not pay his debts. He was thrown into prison, where he was cruelly treated. He died, leaving his family in want. This so moved Oglethorpe that he took up the cause of the oppressed debtor. He thought that it was not enough to repeal the law whereby debtors were imprisoned, but that they should be given a chance to begin life anew. In his speech in Parliament he said, "Why not take these poor people to America? Let us found a new colony, and let us name it Georgia, after our King." George II was then King of England.

Parliament voted money to help the project. Accordingly, one day in the early spring of 1773 the little ship *Ann* sailed out from an English harbor, bearing 35 families whose members had been released from prison, and who were now filled with hope that the future had something in store for them.

After many days of sailing they came to the mouth of the Savannah River. Here Oglethorpe chose a beautiful bluff for their set-

tlement. "We shall give our place the Indian's name of the river," said he, and this was the beginning of the city af Savannah, Ga.

(Adapted from The Story of Our Country, Elson and MacMullan.)

5

Three hundred years ago there were in England three classes of church people—the Catholics, the Church of England people, and the Puritans. The Puritans were those of the Church of England people who wanted to reform the Church of England. Some of these Puritans separated from the Church of England and were called Separatists. They said they would not worship in the churches that the King set up. They built their own church, but the King refused to permit them to worship in it. "You rebels," he said, "must attend the Church of England."

"If King James will not permit us to worship in our church, we have our own homes where we may meet to offer our prayers and sing our songs in our own way," they said. But the King would not permit them to worship in their own homes.

Finally, John Robinson, the leader of the Separatists, said: "We will leave England and go to some foreign country where we may worship God as we see fit."

They first went to Holland, but they were not contented there. They were surrounded by people who had customs different from their own. "Our sons and daughters will forget England," they said.

At length their thoughts turned to the New World—America. They now called themselves Pilgrims because they had wandered away from the homes of their childhood. "We will go to that land across the sea," they said, "where we may worship God in our own way and still be Englishmen."

They sailed for America from Plymouth, England, one September day in the year 1620. On a cold November day they reached the rock-bound coast of New England. They named their settlement Plymouth, after the port in England from which they set sail.

(Adapted from the story of Our Country, Elson and MacMullan.)

6

On the immigrant ships of to-day are women who have left the burdens which crippled them and now hope to walk erect; who have fled from the rough, polluting lands of persecuting mobs that they may be able to guard their virtue and have it guarded by gallant men. Here are hundreds of Slavs who never knew aught but the yoke of Czar or other potentate, whose minds have been enthralled

by a galling aristocracy, and whose closed eyes have never been permitted to see their own downtrodden strength. Now they shall have the opportunity to prove themselves and show the nobility of a peasant race.

Here are Italians from shores where classic art is stored and the air is soft and full of melody, yet they were left uncouth, rough, and unhewn. They come to a rougher but freer air that they may grow into a gentler, stronger, nobler manhood and womanhood.

Melancholy Jews, whose feet never knew a safe abiding place, are here, and their hope is that they may find the peace which went out from their race when Jerusalem was laid waste and they were scattered among the nations of the earth.

Many of these immigrants expect to find more liberty, more justice, and more equitable law than we ourselves enjoy. They imagine that our common life is permeated by a noble idealism; and while they can not give expression to their high anticipations, they feel more loftily than we think them capable of feeling.

(Adapted from On the Trail of the Immigrant, Edward A. Steiner.)

Questions on Readings:

1. Why did the hundred men who settled at Jamestown, Va., think they would find more adventure or gold in America than they could in England?
2. Why did Catholics leave England to settle in Maryland? Why could they not get what they wanted in England?
3. Why did the first plan of the lords proprietors in Carolina fail?
4. Why did their second plan succeed?
5. Were the people who settled Savannah, Ga., criminals? Why?
6. Why did Oglethorpe bring them to America?
7. Why are people not put in prison now for failure to pay debts?
8. Who were the pilgrims? Why did they come to America?
9. Why did they not remain in Holland?
10. If they remained Englishmen in America, why did not England regulate their religion here?
11. Why is America called the "Melting pot"?
12. Why is America called the "Land of promise"?
13. Can a man do just as he pleases in America? Explain.
14. How are people controlled in America?

XXIII

COLONIAL AMERICA

NOTE TO INSTRUCTOR:

The early American colonists were intense lovers of liberty. They all had this love of liberty as a common heritage of all English peoples who had fought doggedly against oppression for centuries. They had, however, a more pronounced determination to be free than the common run of Englishmen, thus feeling impelled to brave the dangers and hardships of the New World rather than endure what seemed oppressive measures at home.

A glimpse here and there at the daily life of these colonists affords convincing testimony of their fortitude and industry. Although in the early days they were daily exposed to dangers and constantly forced to endure discomforts and hardships, they remained true to the purpose of their coming; carved out of the wilderness a fitting abode for a free and high-minded people; and built up a social and civic life remarkable for its simple dignity. They had no place among them for an idler or a shirker. They were thus prepared to hand down to future generations conceptions of human freedom with adequate and just protection by governmental institutions that would merit and win the admiration and the unhesitating support of liberty-loving peoples forever. The more we come to understand the life of the people who gave America her freedom, the more unselfishly and loyally we can help to maintain it.

INTRODUCTORY QUESTIONS:

1. Successful men usually enjoy talking about the hardships through which they came to success. Why is this?
2. Why are we willing to pay more for some things than for others?
3. Do we always value highest the things that are most useful in giving us physical comfort?
4. Why do people prize so highly mere trifles handed down through generations of their families?

READINGS:

1

In 1704 a Boston school mistress named Madam Knights rode from Boston to New York on horseback. She was probably the first woman to make the journey, a great and daring undertaking. She had as a companion the "post." This was the mail carrier, who also

rode on horseback. One of his duties was "to assist and be kind to all persons who cared to journey in his company."

The first regular mail started from New York to Boston on January 1, 1673. The postman carried two "portmantles," which were crammed with letters and parcels. He did not change horses till he reached Hartford. He was ordered to look out and report the condition of all ferries, fords, and roads. He had to be "active, stout, indefatigable, and honest." When he delivered his mail it was laid on a table at an inn, and anyone who wished looked over all the letters, then took and paid the postage (which was very high) on any addressed to himself. It was usually about a month from the setting out of "the post" in winter till his return. As late as 1730 the mail was carried from New York to Albany in the winter by a "foot post." He went up the Hudson River, and lonely enough he must have been; probably he skated up when the ice was good.

(Adapted from Home Life in Colonial Days, Earle.)

2

It is told of Martha Washington that she always carefully dyed all her worn silk gowns and silk scraps to a desirable shade, raveled them with care, wound them on bobbins, and had them woven into chair and cushion covers. Sometimes she changed the order of things. To a group of visitors she at one time displayed a dress of red and white striped material of which the white stripes were cotton, and the red, raveled chair covers and silk from the general's worn-out stockings.

3

In Georgia, in 1735, the Indians sold a deer for sixpence. Deer was just as abundant in the more northern colonies. At Albany a stag was sold readily by the Indians for a jackknife or a few iron nails. The deer in winter came and fed from the hog-pens of Albany. Even in 1695, a quarter venison could be bought in New York City for ninepence. At the first Massachusetts Thanksgiving, in 1621, the Indians brought in five deer to the colonists for the feast. That year there was also "great store of wild turkeys." They came in flocks of hundreds, and they weighed 30 or 40 pounds each. William Penn wrote that turkeys weighing 30 pounds apiece sold in his day and colony for a shilling only. Flights of pigeons darkened the sky, and broke down the limbs of trees on which they lighted. Some years pigeons were so plentiful that they were sold for a penny a dozen in Boston. Pheasant, partridge, woodcock, and quail abounded; plover, snipe, and curlew were in the marsh woods.

4

"A rude and idle behavior in the meeting house. Such as smiling and laughing and enticing others to the same exile. Such as laughing or smiling or pulling the hair of his neighbor Benoni Simpkins in the time of public worship. Such as throwing Sister Penticost Perkins on the ice, it being Sabbath day, between the meeting house and his place of abode." Thus the justice of the peace cites a colonial youngster who was probably forced to sit in a cold church through a sermon two hours and a prayer one hour in length. Everybody had to go to church on Sunday. When they were all in the meeting house the doors were closed and watched by the tithing man, and none could leave even if they were tired or restless unless they had a good excuse.

5

It was a cold winter night on the Maine coast. Mrs. Garvin had carried away the candle, leaving her little daughter Mary alone in the small bedroom next the kitchen. Mary had taken a slight cold that day. Her mother had put her to bed earlier than usual and had made her some ginger tea that would be good at any time, Mary thought. To-night it tasted very good, indeed.

It was too dark to see out of doors, but Mary could hear the flakes of snow piling themselves softly against the window. Before very long Mary was asleep. Time passed unobserved until she suddenly woke. It was gray twilight of the winter morning and she could not see distinctly. But what was that tall, straight, ugly form by the bed? She gave one frightened look, then tried to scream; but a hard, dark hand was on her lips, and a gruff voice said: "No scream! Me kill!"

In an instant Mary understood. The Indians had fallen upon Saco.

(Adapted from Everyday Life in the Colonies, Stone and Fichett.)

6

Backwoods society was simple, and the duties and rights of each member of the family were plain and clear. The man was the armed protector and provider, the breadwinner; the woman was the housewife and mother. Land was plenty and all else was scarce, so courage, thrift, and industry were sure of their reward. Each backwoodsman was not only a small farmer but also a hunter, for his wife and children depended upon the venison and bear's flesh procured by his rifle. He had very little money. Barter was the com-

mon form of exchange, a beaver, otter, fisher, dressed buckskin, or large bearskin being reckoned as equal to two foxes or wildcats, four coons, or eight minks.

The first lesson the backwoodsman learned was the necessity of self-help; the next, that such a community could thrive only if all joined in helping one another. Logrollings, house raisings, housewarmings, corn shuckings, quiltings, and the like were occasions when all the neighbors came together to do what the family itself could hardly accomplish alone. Every such meeting was the occasion of a frolic and dance for the young people, and the host exerting his utmost power to spread the table with backwoods delicacies—bear meat and venison; vegetables from the "truck patch," where squashes, melons, beans, and the like were grown; and wild fruits, bowls of milk, and apple pie, which were the acknowledged standard of luxury.

(Adapted from Stories of the Great West, Roosevelt.)

7

Shut in from all the world without,
We sat the clean-winged hearth about,
Content to let the north-wind roar
In baffled rage at pane and door,
While the red logs before us beat
The frost-line back with tropic heat;
And ever, when a louder blast
Shook beam and rafter as it passed,
The merrier up its roaring draught
The great throat of the chimney laughed,
The house-dog on his paws outspread
Laid to the fire his drowsy head,
The cat's dark silhouette on the wall
A couchant tiger's seemed to fall;
And, for the winter fireside meet,
Between the andirons' straddling feet,
The mug of cider simmered slow;
The apples sputtered in a row;
And, close at hand, the basket stood
With nuts from brown October's wood.
What matter how the night behaved?
What matter how the north-wind raved?
Blow high, blow low, not all its snow
Could quench our heart-fire's ruddy glow.

(From "Snowbound," Whittier.)

Questions on Readings:

1. Why was it considered a daring undertaking for a woman to travel from Boston to New York in 1704?

2. Why did these people require a postman to be "active, stout, indefatigable, and honest"?

3. Why did Martha Washington go to the trouble of making over old garments?

4. Why was meat so cheap in colonial days?

5. How did these conditions influence the general life of the people?

6. How did the attitude toward church attendance and affiliation in the colonies differ from that in England?

7. Why were the colonists subject to sudden attacks by the Indians?

8. Why did the backwoodsmen combine their efforts in logrolling, house raisings, etc.?

9. Why can it be said that courage, thrift, and industry in the backwoods society were sure of their reward?

10. What were some of the conditions of home life in the Colonies that made for comfort and contentment?

11. Why did those people prefer the hardships and uncertainties of colonial life to the well-established conditions in England?

12. What characteristics would the life of the colonists likely develop in a people?

13. How did these characteristics fit a people to define new conceptions of human liberty?

14. How did they contribute to the ability of the people to win the freedom they conceived to be just?

15. Why would such a people not be likely to confuse license with liberty?

16. Why do we consider it wise to-day to refer constantly to their definitions of freedom and governmental functions?

17. Why should we to-day fight, if necessary, to uphold those conceptions of freedom for our people?

XXIV

THE DECLARATION OF INDEPENDENCE

NOTE TO INSTRUCTOR:

The American colonists considered themselves loyal Englishmen and they wanted to be treated as such. When they thought the English Government had acted unjustly toward them they protested, as Englishmen anywhere would have done. At first they had no idea that they would ever break away from the mother country and establish a Government of their own. They wanted only to be treated as loyal Englishmen. They had many sympathizers among the best men of England, but the King, George III, had no patience with the English ideas of liberty, believing that he ruled by divine right. He proposed, therefore, to rule the colonists as he pleased. He ignored their protests and petitions.

The cases here set up for discussion represent the culmination of a long struggle to convince the English Government that the claims of the colonists were just. During this struggle the colonists had not always agreed among themselves as to the best way to secure their liberties. They had debated their problems many times. They had finally exhausted all peaceful measures to secure their claims and had failed. Some of the wisest among them began to say that the only recourse was to declare themselves no longer bound to England. After much deliberation and debate, they agreed that this was the wisest course and wrote and published the Declaration of Independence.

INTRODUCTORY QUESTIONS:

1. Is liberty the right to do as one pleases? Discuss fully.
2. If a man does just as he pleases how may he interfere with the rights of others?
3. Do baseball rules interfere with the freedom of play? Why do we have rules?
4. Why do Governments have laws?
5. When is a nation free and independent?

READINGS:

1

It is the year 1776. In Philadelphia the Continental Congress is sitting in the hall of the statehouse. The streets are filled with people; everybody seems anxious; everybody wants to know what the Congress is doing.

Here and there on the streets men are talking about the war which has now been going on for more than a year. Many people are crowding around the statehouse, trying to hear what is being said inside.

"Who is speaking now?" asks one on the outskirts of the crowd.

"John Adams, of Massachusetts," is the answer. "He is in favor of declaring independence."

In a little while the question is again asked, "Who is speaking now?"

"Doctor Franklin—our Benjamin Franklin."

"That's good! Let them follow his advice, for he knows what is best."

And then everybody is very still, for all want to know what the great Doctor Franklin, the foremost thinker in America, will have to say about the important subject that is being discussed.

His speech is not long, but every word that he utters is rich with meaning. Soon he has ended, and there is a stir and a great shout of approval as he takes his seat.

There is silence for a little while, and then a clear, ringing voice is heard that charms every listener.

"Who is it? Who is it?" whispers one to another.

"Thomas Jefferson, of Virginia," is the answer. "It is he and Doctor Franklin that wrote it."

"Wrote what?"

"Why, the Declaration of Independence, of course—the thing they are talking about now."

A little later there is another pause. Then one who is near the door passes the word around: "They are reading it and discussing each passage in its turn. They will be ready to sign it s on."

"Sign it? I wonder if they will dare do that?"

"Dare? These men will dare do anything for the good of their country."

"But only think! They will be hanged as traitors."

"Patriots are willing to face death for the good of their country."

The truth is that for many days the wise and brave men who were then sitting in the hall had been discussing the various acts of the King of England. One after another, these men told of the numerous laws and enactments by which the King and his counselors had sought to deprive the American colonists of the rights that were justly theirs as Englishmen inheriting freedom from their Saxon forefathers.

"He has cut off our trade with all parts of the world," said one.

"He has made us pay taxes to enrich himself, and he doesn't allow us to say a word about making the country's law," said another.

"He has sent his soldiers among us to burn our towns and kill our people," said a third.

"He has hired the Indians and the Hessian Germans to make war upon us," said a fourth.

"He is a tyrant and unfit to be the ruler of a free people," they all agreed.

Then Robert Henry Lee, of Virginia, arose and offered a resolution: "*Resolved*, That these united colonies are, and of right ought to be, free and independent States."

The resolution was adopted, and Jefferson, Adams, and Franklin were appointed to write down all these statements in the form of a Declaration of Independence.

And it was to hear the reading of this declaration that the people on this hot July morning had gathered around the statehouse.

(Adapted from The Story of Liberty, Baldwin, pp. 129–132.)

2

Extracts from the Declaration of Independence:

We hold these truths to be self-evident:

That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good. * * *

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers. * * *

He has erected a multitude of new offices and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us in time of peace standing armies without the consent of our legislature. * * *

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun. * * *

He has excited domestic insurrections amongst us and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms. Our repeated petitions have been answered only by repeated injury.

A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. * * * We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them, by the ties of our common kindred, to disavow these usurpations. * * * They, too, have been deaf to the voice of justice and consanguinity. * * *

We, therefore, the representatives of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by authority of the good people of these colonies, solemnly publish and declare:

That these united Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.

And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

(Adapted from The Story of Liberty, Baldwin, pp. 133–136.)

3

On a question that may morally wound the freedom of three millions of virtuous and brave subjects beyond the Atlantic Ocean, I can not be silent. America, being neither really nor virtually represented in Parliament, can not be held legally, or constitutionally, or reasonably subject to obedience to any tax bill of this Kingdom. * * * The Americans are the sons * * * of England. As subjects they are entitled to the common right of representation and

can not be bound to pay taxes without their consent. * * * The commons of America, represented in their several assemblies, have ever been in possession of this, their constitutional right, of giving and granting their own money. They would have been slaves if they had not enjoyed it. * * * The gentleman tells us America is obstinate; America is almost in open rebellion. I rejoice that America has resisted.

(Extract from speech of William Pitt, Earl of Chatham, in the House of Parliament.)

Questions on Readings:

1. What right had Adams, Franklin, Jefferson, and others to decide for the whole people whether to break away from England or not?

2. How would their decisions affect the people as a whole?

3. Did the people crowded about the statehouse in Philadelphia have a right to vote on the adoption of the resolution declaring the colonies free? Why?

4. Why should the people be bound by the action of the few men making up the Congress?

5. Why should the people show such deep interest in what the representatives had to say.

6. What do you suppose people in other colonies were doing to show their interest?

7. Why did some people wonder if the representatives would dare sign the document they were discussing?

8. What is the difference between courage and recklessness?

9. What justification had the Congress in adopting a resolution stating that the colonies had a right to be free and independent States?

10. Was this treason? Why?

11. What is the purpose of government?

12. How may a Government protect the individual's right to life and liberty?

13. What does the individual owe the Government in return for such protection?

14. What had England done to interfere with the just liberties of the colonists?

15. Could the colonies be free and independent of England by merely passing a resolution stating that they were free? Why?

16. Why does this Declaration of Independence deeply concern the people of the United States to-day?

17. The colonists claimed that they were not rebelling against the English people but against the English Government. How could they justify this claim?

XXV

THE AMERICAN REVOLUTION

NOTE TO INSTRUCTOR:

There was great rejoicing among the colonists when the Declaration of Independence was signed. Few of them realized the struggles and sacrifices ahead of them before they could win their liberty. They had found it a very simple thing to declare themselves no longer bound to England. Each colony thought it could now go about its own affairs, work out its own problems, and let the other colonies alone. Many Members of Congress even did not realize the need for united action and reflected the spirit of colonial prejudice, suspicion, and indifference.

There were some, however, who knew that the struggle for independence had just begun. They knew that the Declaration of Independence could become effective only by the support of the power of a united and patriotic people. They expected to pay a great price for the liberties defined in the brief Declaration of Independence. They made good the claims of this document only by the most heroic and obstinate conduct of war. They met the criticisms and prejudices of their own people with the same degree of fortitude they manifested in fighting the English Army.

INTRODUCTORY QUESTIONS:

1. Did the Declaration of Independence make the colonists free from England? Discuss.
2. Why did not England accept the Declaration of Independence as final?
3. How did England oppose the independence of the Colonies?
4. Suggest some of the advantages and disadvantages the colonists had in a military way.
5. How does a belief in the justice of a cause give military strength to a people? Give examples.

READINGS:

1

The story of Valley Forge is an epic of suffering bravely borne, of patient heroism, and of a very bright and triumphant outcome, when the gray days, the long nights, and the biting frost fled together. The middle of December in the North American woods; no shelter, no provisions, no preparations; such were the conditions of Valley Forge when the American Army first came there. Two weeks of

hard work, and huts were built and arranged in streets, this heavy labor being done on a diet of flour mixed with water and baked in cakes, with scarcely any meat or bread. At night the men huddled around the fires to keep from freezing. Few blankets, few coverings, many soldiers without shoes, "wading naked in December's snows"—such were the attributes of Valley Forge. By the new year the huts were done, the streets laid out, and the army housed, with some 3,000 men unfit for duty, frostbitten, sick, and hungry. They had shelter, but that was about all. The country had been swept so bare by the passage of contending armies that even straw to lie upon was hard to get, and the cold, uncovered ground often had to serve for a sleeping place. Provisions were scarce, and hunger was added to the pain of cold.

Sometimes the soldiers went for days without meat, sometimes without any food, Lafayette tells us, marveling at the endurance and courage of the men. There is often famine in the camp, writes Hamilton, a man not given to exaggeration. "Famine," a gaunt, ugly fact, with a savage reality to those who met it and looked it in the eyes, although little understood by excellent gentlemen in Congress and elsewhere. Then the horses had died in great numbers, and in consequence transportation was difficult, enhancing the labor of hauling firewood. Cold, hunger, nakedness, unending toil; it is a singular proof of the devotion and patriotism of the American soldier that he bore all these sufferings and came through them loyally and victoriously.

(Adapted from The Story of The Revolution, Lodge.)

2

A View of American Troops. By a German officer. (1777.)

We passed the enemy's encampment, in front of which all their regiments, as well as the artillery, were standing under arms. Not a man of them was regularly equipped. Each one had on the clothes which he was accustomed to wear in the field, the tavern, the church, and in everyday life. No fault, however, could be found with their military appearance, for they stood in an erect and a soldierly attitude.

All their muskets had bayonets attached to them, and their riflemen had rifles. They remained so perfectly quiet that we were utterly astounded. Not one of them made any attempt to speak to the man at his side; and all the men who stood in array before us were so slender, fine looking, and sinewy that it was a pleasure to look at them. * * *

Few of the officers in General Gates' Army wore uniforms, and those that were worn were evidently of home manufacture and of

all colors. For example, brown coats with sea-green facings, white linings, and silver dragons, and gray coats with yellow buttons and straw-colored facings were to be seen in plenty.

The brigadiers and generals had, however, uniforms to distinguish them from the rest of the officers, and wore a band around the waist to designate their respective rank. On the other hand, most of the colonels and other officers wore their everyday clothes. They carried their muskets (to which a bayonet was attached) in their hands; their pouches or powder horns were slung over their backs, and their left hand hung down by their side, while the right foot was slightly put forward.

(Adapted from Camps and Firesides of the Revolution, Hart.)

3

After the Battle of Trenton, Congress, sitting in Baltimore, invested Washington with full powers, for six months, to raise and muster into service 16 battalions of infantry, if he should need so many, and 3,000 cavalry. That was well for Congress to do; but how would the men be paid? Some of the soldiers' time had expired, and Washington had no money to pay them. There was a noble man in Philadelphia, Robert Morris, who had spent a great deal of money for the cause. The next day after the victory at Trenton, he sent Washington all the hard money he could lay his hands on—410 Spanish dollars, 2 English crowns, half a French crown, and 10½ English shillings. That was all; and yet so firm was the faith of Washington that he promised each soldier $10 bounty, in hard money, if he would stay six weeks longer. He wrote to Morris what he had promised. It would take $50,000. Mr. Morris had no money, but he had a Quaker friend in Philadelphia who had the cash. Mr. Morris called upon him. "What security canst thee give, Robert?" the Quaker asked. "My note and my honor." "Thee shall have the money, Robert," and the next day a messenger came with the $50,000 with this note:

"I was up early this morning to dispatch a supply of $50,000 to your excellency. It gives me great pleasure that you have engaged the troops to continue; and if further occasional supplies of money are necessary, you may depend on my exertions, either in a public or private capacity."

(Adapted from Boys of '76, Caffin.)

4

"A strange-looking army, clad in buckskin shirts, and fringed leggings, without a tent, a bayonet or any baggage, and with hardly a sword among the officers. But every man had a rifle, a knife, and

a tomahawk, and they were all mounted on wiry horses. Discipline in the usual military sense was unknown, and yet they were no ordinary militia. Every man was a fighter, bred in Indian wars, who had passed his life with horse and rifle, encompassed by perils. They were a formidable body of men—hardy, bold to recklessness, and swift of movement. They pushed on rapidly over the high table-land covered with snow, and then down the ravines and gorges—rough riding, where there was hardly a trail."

(Description of the Army of American backwoodsmen who fought and won the important battle of Kings Mountain, Lodge.)

5

Green was determined that there should be no loyalist uprising and no reinforcements for the British if he could help it. His detachments under Williams, Lee, and Pickens hung about the British Army and swooped down on communications and on loyalist recruits with a sudden and unsparing hand. Pursuing Tarleton, who was out on a plundering expedition, Lee came upon 300 loyalists marching to join Cornwallis. He did not want to lose his blow at Tarleton, who, only a few miles ahead, was quite unconscious of his presence, and so, trusting to the resemblance in uniform, he tried to slip by the Tory companies. He very nearly succeeded, and was fairly in the midst of them when one of the loyalist riflemen detected the trick and fired. There was no help for it; Tarleton must be abandoned. Out came the sabers, and in a few moments 90 of the loyalist militiamen were lying on the field; their commander was desperately wounded, and the rest of the men were racing away for safety in all directions. The destruction of this large body of loyalist recruits made enlisting under the Crown so unpleasant and unpopular that it ceased in that neighborhood entirely.

(Adapted from The Story of the Revolution, Lodge.)

Questions on Readings:

1. Why did the Army have to go through the hardships of Valley Forge?
2. Why were they willing to go through these hardships?
3. Why should Americans be proud of Valley Forge?
4. Why is it essential that an army be properly fed and clothed?
5. Why was Congress not able to raise money with which to pay the soldiers?
6. How did the method of raising money then compare with the methods during the World War?
7. In what sense did the training the colonists had received in Indian wars aid them against the British?

8. How did the fighting in America differ from the fighting on the open battle fields in Europe to which the British were accustomed?

9. Were all the people who lived in the colonies supporting the Colonial Army? Why?

10. What would induce colonists to enlist in the British Army?

11. In addition to enlisting in the British Army, many colonists sold food and supplies to the British. Why would they do this?

XXVI

AMERICAN UNION

NOTE TO INSTRUCTOR:

Through years of war the Americans won the right to govern themselves. Many of them had little idea how difficult it was to do this. They thought that since the war was over they could go on with their State governments, just as before the Revolution. Of course, Washington, Hamilton, Jefferson, and others saw that they must have a better central government, or America would degenerate into 13 jarring and warring States.

"They dragged themselves out of the chaos of the Confederation and formed the Constitution of the United States. It was hard work, there were many narrow escapes, much bitter opposition, but the great step was taken and the instrument adopted which made a nation possible. The struggle then began in earnest and lasted for three-quarters of a century between the forces of separation and the forces of union."

Many definite problems faced them.

1. Should they maintain 1 army or 13 armies?
2. Should trade and travel flow freely over State lines or should each State levy duties on trade and travel from other States?
3. Should each State manage its own foreign affairs—make war, peace, and treaties—or should they stand together in their foreign relations?
4. How should they divide the land to the west and build roads and canals connecting State with State?
5. How could the small States be protected against the large ones and have their interests cared for?
6. They had suffered from the tyranny of government. How could they make a central government strong enough to be useful but not strong enough to be dangerous?
7. How could they collect money to pay the expenses of government and how should the expenses be divided among the various States?

These and many other perplexing problems were discussed by the Constitutional Convention. The Constitution is the result of their deliberations and is the wisest document ever prepared for the government of a people. When we remember the difficulties under which it was written we can well be proud of the men who gave us a government "of the people, for the people, and by the people."

The soldier should be brought to realize, as every citizen should be brought to realize, that government under the Constitution will not run itself. The same loyalty, sacrifice, courage, and wisdom that made the Constitution possible is necessary to keep it going.

INTRODUCTORY QUESTIONS:

1. Can the state of Maine make a treaty with Canada? Explain.
2. Can California declare war on Japan? Explain.
3. At the close of the Revolutionry War the Americans could have done one of three things:

(*a*) Established independent States, with no central government.
(*b*) Established a central government with no State units.
(*c*) Established a central government of united States.

Which plan was adopted? Why was it difficult to decide upon the best plan?

4. Why was it better for the 13 Colonies to stand together in the making of war, peace, and treaties, to support one army, and to develop the West together, rather than for each one to do these things acting alone?
5. What is the "Federal Government"?

READINGS:

1

Before the Revolutionary War the 13 original Colonies were not united; each had its own government, and each acted in governmental matters with little regard to its neighbors. The quarrel with the mother country, however, caused the Colonies to join forces, and after a long struggle they won their independence. But with independence gained, old-time rivalries and jealousies revived, and it seemed for a while as if the union brought about by the war would end in disorder and strife.

While the war was still going on the 13 States had formed a league with one another, known as the Articles of Confederation, but the government they set up—the Confederation Congress—soon became an object of contempt both at home and abroad. It could not enforce treaties it had made with foreign Governments; it could not preserve order within the country; it could not meet its running expenses, to say nothing of paying the debt which it owed to foreign creditors and to its own citizens. It was even unable to protect itself from violence and indignity; on one occasion a band of drunken soldiers, angry at not receiving pay long due them, pushed their way into the hall where Congress was sitting and forced the members to flee for their very lives.

The States, meantime, not only gave little attention to congressional requests or recommendations but quarreled among themselves over commerce, tariffs, and boundaries. New York taxed butter and eggs brought into the State from New Jersey; New Jersey retaliated by taxing the New York lighthouse on Sandy Hook. Maryland and Virginia quarreled over the navigation of Chesapeake Bay and the Potomac. South Carolina and Georgia were at swords' points

over the control of the Savannah. New York and Connecticut actually fought for the possession of Vermont, while Vermont denying that either State had any authority over her, took up arms to defend her soil from invaders. Conditions like these gradually brought home to thoughtful Americans the need for a better union and a stronger government if the country was to be saved from disaster.

At this time of crisis—when it was uncertain whether we were to remain one nation or become 13—the Constitutional Convention met in Philadelphia. Composed of the ablest and most distinguished men in the country—Washington, Madison, Hamilton, and Franklin were among its members—it aroused the hope and confidence of the better class of people from the time its session began. Day after day and month after month, during the hot summer of 1787, it worked earnestly to draw up a plan for "a more perfect union," and in spite of serious disagreements and obstacles, by concessions here and compromises there it at last completed its task and submitted its work to the people. After a hard contest the Constitution was ratified, or accepted, by all the States and became henceforth "the supreme law of the land."

(Adapted from Community Life and Civic Problems, Howard Copeland Hill, pp. 475, 476.)

2

"We hear with great satisfaction that the convention for revising the confederation is now assembled and doing business at Philadelphia. Among the many important matters to be taken under consideration by that august body the following are said to be the principles: First, that the 13 States be divided into three distinct Republics, who ought to league together for their common defense as so many separate governments independent of each other; secondly, if the 13 States remain as they are confederated, to lessen their sovereignty by abolishing their State legislatures and leaving the whole laws to be made by the national congress, assembly, or parliament; thirdly, the 13 States to remain as they are, except that their laws be revised by Congress so as to make the whole act in conformity as of one, and the executive powers of Congress enlarged. It is much to be wished that the latter may be adopted."[2]

(Adapted from American Historical Association, 1901, vol. 2, p. 18.)

[2] Georgia State Gazette or Independent Register, July 21, 1787. This weekly newspaper was published at Augusta by John E. Smith, printer to the State. It afterwards became the Augusta Chronicle.

3

I profess, sir, in my career hitherto, I have kept steadily in view the prosperity and honor of the whole country, and the preservation of our Federal Union. * * *

I have not allowed myself, sir, to look beyond the Union to see what might lie hidden in the dark recesses behind. I have not coolly weighed the chances of preserving liberty when the bonds that unite us together shall be broken asunder. I have not accustomed myself to hang over the precipice of disunion, to see whether, with my short sight, I can fathom the depth of the abyss below; nor could I regard him as a safe counselor in the affairs of this Government whose thoughts should be mainly bent on considering, not how the Union may be best preserved, but how tolerable might be the condition of the people when it shall be broken up and destroyed. While the Union lasts, we have high, exciting, gratifying prospects spread out before us, for us and our children. Beyond that I seek not to penetrate the veil. God grant that in my day, at least, the curtain may not raise! God grant that on my vision never may be opened what lies behind! When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union, on States dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood! Let their last feeble and lingering glance rather behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original luster, not a stripe erased or polluted, nor a single star obscured, bearing for its motto no such miserable interrogatory as "What is all this worth?" nor those other words of delusion and folly, "Liberty first and Union afterwards"; but everywhere spread all over in characters of living light, blazing on all its ample folds, as they float over the sea and over the land, and in every wind under the whole heavens, that other sentiment, dear to every true American heart, Liberty and Union, now and forever, one and inseparable!

(Adapted from The Federal Union, from Webster's reply to Hayne.)

(American Literature through Illustrative Readings, Sarah E. Simons, p. 80.)

4

Fourscore and seven years ago our fathers brought forth on this continent a new Nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that Nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that Nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow, this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this Nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

(The Gettysburg Address, Abraham Lincoln.)

QUESTIONS ON READINGS:

1. After the Revolutionary War Washington said: "We are one to-day and thirteen to-morrow." What did he mean?
2. What were the chief defects of the Articles of Confederation?
3. What were some of the conflicts between the States?
4. Could New York now place a tax on butter and eggs brought into the State from New Jersey? Why?
5. Where did the Constitutional Convention meet? When?
6. Who were some of the members of this convention?
7. What were the important questions before this convention? How were they decided?
8. Was Webster's policy of not allowing himself "to look beyond the Union to see what might lie hidden in the dark recess behind" a good one? Why?
9. According to Webster, who was a safe counselor in the affairs of this Government at that time?
10. What is his idea of the true relationship between liberty and union?
11. What was the occasion of Lincoln's Gettysburg address?
12. How was the Civil War a test of whether this Nation could long endure?
13. Can a State quit the Union if it wants to do so? Explain.

14. Why must the Federal Government treat all States alike?

15. Name some things that the States united can do that each could not do separately?

16. How does the Union help (a) defense; (b) trade; (c) communications?

XXVII

ENGLISH

NOTE TO INSTRUCTOR:

Throughout this course our discussions have led us to consider the necessity of cooperation in the modern social, political, and economic order. It was formerly possible for a man to set a high standard for his own life and live up to it even without the cooperation of others. He can no longer do this. He now finds himself at every turn dependent upon others and he thus finds that cooperation with others is essential to his welfare. Nor is the need for cooperation confined to individuals, but extends to communities and nations. The strength or welfare of a State or a nation depends upon its willingness to cooperate with others and its ability to inspire or force others to cooperate with it.

The machinery through which cooperation among communities, States, and nations is secured is regulated by laws which are administered by certain delegated authorities for the benefit of all. Thus we have our system of laws, administered by our courts, police, and armies. Courts, police forces, and armies are effective only in proportion to the desire for cooperation among the masses of people whose will, as expressed through the press and the ballot, they obey. The strength of a nation, therefore, depends upon its material wealth, supported by the character and abilities of the people who compose it—their intelligence, sense of justice, and responsibility, physical fitness, and moral stamina. When the people possess these qualities in high degree they will make the nation, which they compose, a strong one.

The purpose here is to lead the class through oral discussion to some conclusion as to the definite things that make a nation strong, and then to have them write their thoughts in as good English as they can. The following questions are suggested for the oral discussion:

QUESTIONS:

In trying to determine the strength of a nation, why do we seek information on the following topics?

1. The kind and quality of the government.
2. The solidarity, intelligence, and patriotism of the inhabitants.
3. The area.
4. Whether the nation is self-sustaining in food, coal, iron, oil, wool, nitrates, etc.

5. The nation's manufacturing, shipping, and railway systems.
6. The nation's imports and exports.
7. Its national wealth and national debt.
8. The military and naval forces: (*a*) The number of men available for military and naval service in an emergency; (*b*) the active military and naval forces; (*c*) the trained reserves; and (*d*) reserve munitions.

Write about 300 words on the subject "What makes a nation strong?"

XXVIII

THE CONSTITUTION OF THE UNITED STATES

NOTE TO INSTRUCTOR:

We hear much in these days about the Constitution of the United States; that it is out of date; that it does not fit the present; that its ancient laws retard the progress of our Nation. Though it is the oldest *written* Constitution in existence, it is only about 135 years old.

An institution should not be condemned, however, because it is either old or new. The makers of the Constitution, realizing that whatever has the power to win respect and obedience must be a result of long experience, built their plan on the principles that the liberty-loving English people had been testing out for generations. With great foresight they limited their statements to definite fundamental principles, leaving the details elastic enough to be fitted to changing needs. In reality, then, the Constitution is both old and new. It has stood the test of four wars. Since its adoption the Nation has grown from a narrow strip of territory along the eastern coast to a vast territory stretching from coast to coast, from a group of 13 weak States loosely bound together to a Nation of 48 States, one of the leading nations of the world.

INTRODUCTORY QUESTIONS:

1. Why do we call our country the United States?
2. Why did the States form a Union?
3. What holds the States together?

READINGS:

THE CONSTITUTION OF THE UNITED STATES.

1

PREAMBLE

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

2

ARTICLE I. *Legislative department*

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

3

ARTICLE II. *Executive department*

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years. * * *

8. Before he enter on the execution of his office he shall take the following oath or affirmation:

"I solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

4

ARTICLE III. *Judicial department*

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

5

ARTICLE V. *Power of amendment*

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which in either case shall be valid to all intents and purposes as part of this Constitution when ratified by the legislatures of three-fourths of the several States, or by the conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress, provided that no amendment which may be made prior to the year 1808 shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

6

ARTICLE I. *Powers of Congress.*

1. The Congress shall have power to lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several States and with the Indian tribes;

4. To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

9. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

10. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

11. To constitute tribunals inferior to the Supreme Court;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a Navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever over such district (not exceeding 10 miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the Government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

7

AMENDMENTS

1. Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peacefully to assemble, and to petition the Government for a redress of grievances.

5. No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.

6. In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

QUESTIONS ON READINGS:

1. What is the Constitution of the United States?
2. Why do we have a constitution?
3. Do all countries have constitutions?
4. Why does a constitution protect the liberties of a people?
5. Why did the people of the United States "ordain and establish" the Constitution?
6. Why did the people feel a need for a more perfect union?
7. What is legislative power?
8. Where is that power vested in the Constitution?
9. What comprises the Congress of the United States?
10. What is the Senate? The House of Representatives? Tell all you can about each of these.

11. What is executive power? Where is it vested by the Constitution?

12. Tell what you can about the duties of the President.

13. What is judicial power? In whom is this power vested?

14. Why was it a good plan to separate these powers—the legislative, executive, and judicial?

15. How is one a check on the others?

16. Name as many as you can of the powers granted to Congress.

17. The Federal Government has only those powers granted to it by the Constitution. Where does it get the power to hire a man to deliver your mail to your door? To regulate railroad rates?

18. How may the Constitution be amended? Is the way too difficult? Why?

19. How many amendments are there? Name as many as you can.

20. What is freedom of speech? Of the press?

21. Where does your freedom of speech end?

22. Why must a person be indicted by a grand jury before he can be held for a capital crime?

23. Can a person accused of a crime be compelled to testify? Why?

24. Why should the accused be confronted with the witnesses against him?

25. Suppose a person accused of a crime can not hire a lawyer, will he be tried without one? Why?

26. What are the purposes of the Constitution as set out in the preamble?

27. Are these purposes as true and necessary to-day as when the Constitution was written?

28. Can you suggest any changes or additions that will make the Constitution fit present conditions better? What?

XXIX

WHAT THE GOVERNMENT DOES FOR THE CITIZEN

NOTE TO INSTRUCTOR:

Nearly all we do, from the cradle to the grave, brings us into touch with the Government. Whether we live in the country or in the city, whether we are in a factory making automobiles, or in the Army on guard duty, the Government, by its good deeds or its neglect, affects our lives. It is our agent, created by us to satisfy needs which we can not satisfy by our own individual effort, and to regulate the doings of private persons in such a manner as to improve the general standards of life, labor, and education. The very essence of government, according to the democratic ideal, is cooperation or union of effort for the common good. As society becomes more complex and human interests multiply and conflict with one another, the function of the Government increases. In order to make the proper social adjustment under the conditions, it must step in and do things that it has not done before.

In a democracy, however, government derives its power from the people, and the voters, therefore, are constantly called upon to determine the proper limits. Theoretically, then, all it does is in the interest of the group.

INTRODUCTORY QUESTIONS:

1. What is a constitution? Who adopts it, and what is it for?
2. Explain why government is necessary?
3. In a democracy why is the study of government important to every citizen?
4. Name as many things as you can which our Government does for its citizens.

READINGS:

1

Some years ago the following notice was posted in a cotton mill: "All parents employed in this mill who have children 12 years old and over shall require them to work regularly in this mill. Children shall not be excused from service therein without the consent of the superintendent for good cause."

2

The first are ye that work in clothing, silks, or wool or fur, shoes or gloves or girdles. Men can in nowise dispense with you;

men must first have clothing; therefore should ye so serve them as to do your work truly; not to steal half the cloth, or to use other guile, mixing hair with your wool or stretching it out longer, whereby a man thinketh to have gotton good cloth, yet thou hath stretched it to be longer than it should be, and maketh a good cloth into worthless stuff. Nowadays no man can find a good hat for thy falsehood; the rain will pour down through the brim into his bosom. Even such deceit is there in shoes, in furs, in currier's work; one man sells an old skin for a new, and how manifold are thy deceits no man knoweth so well as thou and thy master the devil. * * *

The fourth are such as sell meat and drink, which no man can disregard. Wherefore it is all the more needful that they shouldst be true and honest therein; for other deceit dealeth only with earthly goods, but this deceit with a man's body. If thou offereth measly or rotten flesh that thou hast kept so long until it be corrupt, then art thou guilty perchance of one man's life, perchance of ten. Or if thou offerest flesh that was unwholesome before the slaughter or upripe of age, which thou knowest well and yet giveth it for sale, thou art guilty of the blood of these folks. The same say I of him who selleth fish. So are certain innkeepers and cooks in the town, who keep their sodden flesh too long, whereof a guest eateth and falleth sick thereafter for his life long. * * * Certain others again bake rotten corn to bread, whereby a man may lightly eat his own death; and they salt their bread, which is most unwholesome.

The sixth folk are all that deal with medicine, and these must need take great heed against untruth. He who is no good master of that art, let him in no wise undertake it, or folks' blood will be upon his head. Take heed, thou doctor, and keep thyself from this as thou lovest the kingdom of heaven. We have murderers enough without thee to slay honest folk.

(Adapted from a thirteenth century sermon, translated in Coulton, A. Mediaeva, Garner, pp. 348–354. Published by Constable Co., London; quoted in Current Economic Problems, Hamilton.)

3

In America a man who lives on a farm in Maine can, if he wishes, sell his farm, take his family to California, buy an orange grove, and live there the rest of his days. He has to ask no one's permission either to leave Maine or enter California. A young man who works in a bank in the city wishes to change his work and become a traveling salesman. He may go to his friends for advice, but he has to ask no one's permission to leave one position for another. Just as each person can choose his own occupation, so he can also decide for himself what church he will attend. The

person who lives in America has perfect freedom so long as he does nothing that injures others.

(Adapted from My Country, p. 31, Turkington.)

4

From the beginning of our Government under the Constitution, carrying the mails has been a public undertaking. In 1789 there were 75 post offices, and about $37,000 worth of business was done. In 1909 there were over 60,000 post offices, and nearly a quarter of a billion dollars' worth of business was transacted. In the beginning it cost 25 cents to send a letter more than 450 miles; now a letter can be sent from Maine to the Philippines for 2 cents, and recently arrangements have been made to send letters to England and Germany for 2 cents.

In the beginning the Government confined its operations to carrying letters and papers from one post office to another, but it has gradually extended its work, until to-day it maintains the following services:

It registers letters so as to guarantee their safe delivery.

It transmits money by means of post-office orders.

It delivers mail in towns of 10,000 inhabitants and, by a system of rural free delivery, it carries mail over thousands of miles of country roads to the farmers.

Since January, 1911, it has been engaged in the banking business, accepting deposits at thousands of designated branches and paying a low rate of interest on the money so deposited.

In January, 1913, it established a system for carrying parcels.

(Adapted from American Citizenship, Beard, p. 198.)

5

Congress established in 1862 a Department of Agriculture, which now comprises a number of important bureaus and has an annual appropriation of more than $16,000,000. A Bureau of Animal Industry investigates the breeding, feeding, and diseases of animals; a Bureau of Plant Industry studies the best methods of improving crops by selecting seeds, introducing new grains and plants; a Bureau of Chemistry studies the problems of fertilizing the soil; a Bureau of Soils has made a survey of more than one-fourth of the farm land of the country with a view to discovering the nature and kinds of plants best suited to the several sections, and has prepared maps showing for what kinds of farming the various parts of the country are well adapted. A Bureau of Entomology wages war on the insects and diseases which attack plants, trees, and grains, and furnishes information as to the best methods

of fighting them. Although these bureaus are principally for the study of agricultural problems, the results of their valuable investigations are speedily made available to the public through bulletins and disseminated through the State agricultural colleges to practical farmers. The Weather Bureau saves a great deal of money to the farmers as well as to other people by warning them of cold waves, frosts, and storms.

(Adapted from American Citizenship, Beard, p. 194.)

6

The services rendered by the different Governments of the earth vary with the racial instincts and character of the people whom the Governments serve. They vary not only from country to country, but they also change in the same country from year to year. It follows, therefore, that any enumeration of the functions of government must be more or less typical in character. Still, such an enumeration is useful, since it gives a general idea of the scope and nature of governmental activity. A typical progressive Government like our own does the following things:

1. It makes new laws to meet the ever-changing conditions of society.
2. It renders justice between man and man, and between man and the State.
3. It provides a defense against foes.
4. It protects and promotes its international interests.
5. It coins money and provides a currency adequate for the needs of trade.
6. It regulates foreign commerce.
7. It regulates immigration.
8. It exercises control over the agencies of transportation.
9. It strives to prevent monopoly and encourages competition in business.
10. It conserves natural resources.
11. It conducts the election of public officers.
12. It provides for the education of the young.
13. It guards the interests of workingmen.
14. It strives by special legislation to improve living conditions.
15. It defines and punishes crime.
16. It helps paupers and incapables.
17. It safeguards the public health.
18. It promotes the welfare of the people in urban and in rural communities.
19. It promotes the public safety and the public morality.

Nearly every modern civilized government does all of the above things, and some governments do much more. In most of the countries of Europe the railroads, the telephone and telegraph systems, and in some instances the mines are operated by the government. In many of the cities of Europe the scope of government authority is still further enlarged, embracing not only such functions as the supplying of gas and water, but extending to such services as the maintenance of public baths, laundries, pawnshops, savings banks, and the lodging houses. In London the city government has gone so far as to supply sanitary milk for the poor classes.

(Adapted from The American Democracy, Forman.)

Questions on Readings:

1. Why did the manager of the cotton mill want the children to work in the mill?
2. Did he have a right to require the parents to bring their children to the mill? Why?
3. Why should the Government regulate the employment of children?
4. How does this notice differ with a notice that all employees must report at 8 o'clock a. m.?
5. How have conditions mentioned in the first paragraph of reading 2 been improved? Conditions in the second paragraph? Conditions in the third paragraph?
6. Should the Government regulate the first group as well as the second and third? Why?
7. In America who determines where a man shall live? What occupation he shall pursue? What church he shall attend?
8. Would it be better for society if the Government decided these things for the citizen? Why?
9. What freedom has a person who lives in America?
10. Name some business enterprises that the Government engages in?
11. What has been the growth of the Post Office Department?
12. In how many ways does this department serve the people?
13. Tell what you can about the work of the Department of Agriculture.
14. How does this department help the farmer?
15. How does the Government help the citizens by making and enforcing laws?
16. Give your reasons for believing that the Government should or should not do the following:

(*a*) Compel everybody to be vaccinated.
(*b*) Forbid the reading of certain books.
(*c*) Forbid the sale of certain books.

(*d*) Furnish the milk that we must drink.
(*e*) Furnish the virus that must be used in vaccination.
(*f*) Compel everybody to attend church.
(*g*) Compel everybody to attend a certain church.
(*h*) Forbid the sale of oleomargarine.
(*i*) Compel dealers to label oleomargarine.
(*j*) Forbid the use of oleomargarine.
(*k*) Compel parents to send their children to school.
(*l*) Compel parents to send their children to a certain school.

17. Of the following enterprises, name one, if there is one, that should be undertaken by our Government, and give your reasons for your belief:

(*a*) The operation of telegraph lines.
(*b*) The operation of railroads.
(*c*) The operation of trolley lines in cities.
(*d*) The operation of coal mines.
(*e*) The manufacture and sale of gunpowder.
(*f*) The manufacture and sale of illuminating gas.
(*g*) The manufacture and sale of ice.

XXX

THE DUTY OF THE CITIZEN

NOTE TO INSTRUCTOR:

The Constitution of the United States is the fundamental law of the land. It is an expression of a theory of government which the American people believe to be best for the regulation of their joint affairs. It states specifically that the people shall manage the Government and that the Government must do only the things that benefit all the people. It does not sanction the Government's serving one group as against another.

Now, if the people shall run the Government so that it will not serve one group to the injury of others, they must work together as a team. They must stand for the rule of all in the interests of all. This can mean nothing but that every citizen is obligated to take a part in running the Government. They will, if they are good citizens, take active interest in the prevention of crime, the building of roads, the education of the people, the sanitation of cities, the conduct of war; indeed, everything the Government does. Obviously, however, they all can not hold office in the Government. They must leave the official details to a few people whom they choose for the purpose. They do this through the ballot and they can not justify indifference to their duty to vote intelligently.

INTRODUCTORY QUESTIONS:

1. Are you an American citizen? How do you know?
2. What does it mean to you to be an American citizen?
3. People come into our country from all over the world to become citizens. What is our duty toward them?
4. Has a citizen a right to criticize his Government? What is the difference between helpful and harmful criticism?
5. Explain the statement, "We are the trustees for posterity."
6. Mention as many ways as you can in which a citizen can serve his Government.
7. How does a citizen in serving his Government serve both himself and his fellow citizens?

READINGS:

1

Benjamin Franklin, who has been called a splendid example of good citizenship, tells what happened in his own community:

"One day I found a poor, industrious man who was willing to undertake keeping the pavement clean by sweeping it twice a week,

carrying off the dirt from before all the neighbors' doors, for the sum of sixpence per month, to be paid by each house. I then wrote and printed a paper setting forth the advantages to the neighborhood that might be obtained by this small expense. * * * I sent one of these papers to each house, and in a day or two went around to see who would subscribe an agreement to pay these sixpences; it was unanimously signed, and for a time well executed. This raised a general desire to have all the streets paved and made the people more willing to submit to a tax for that purpose."

A hundred years later the one and a half million people living in Philadelphia were just as truly cooperating to keep their city clean by means of more than 1,200 miles of sewers, for which they had paid nearly thirty-five millions of dollars, and by means of a department of highways and street cleaning which employed a contractor to clean the streets and to remove all ashes and garbage, at an annual cost of more than a million and a half dollars.

(Adapted from Community Civics, Dunn.)

2

In the early days of western settlement a community was founded in Illinois. It was an agricultural community, but in the midst of it a village grew, which in the course of time became a small city. One of the first settlers was a young farmer with a mechanical turn of mind. He began experimenting to improve the methods of planting grain. The result was the invention of a corn planter, the manufacture of which became another of the city's industries. In those pioneer days each family usually made its own brooms, but one young man in this community earned his way through the local college by making brooms from corn raised on the college farm. The college cornfield disappeared in the course of time, but on one part of it grew a broom factory employing a large number of workmen. These city industries were thus literally "children of the soil," and the city's prosperity depended upon the agriculture of the surrounding region. On the other hand, the city provided the farmers with improved products, supplied them with goods through its shops and stores, and gave education to hundreds of farmers' children in its schools and college.

(Adapted from Community Civics, Dunn.)

3

A nation is made great not by its fruitful acres, but by the men who cultivate them; not by its great forests, but by the men who use them; not by its mines, but by the men who work in them;

not by its railways, but by the men who build and run them. America was a great land when Columbus discovered it; Americans have made it a great Nation.—*Lyman Abbott.*

4

It is not an army that we must shape and train for war; it is a nation. To this end our people must draw close in one compact form against a common foe. But this can not be if each man pursues a private purpose. The Nation needs all men, but it needs each man, not in the field that will most please him but in the endeavor that will best serve the common good. * * * The whole Nation must be a team, in which each man must play the part for which he is best fitted.

(Conscription Proclamation, May 18, 1917.

5

Only those are fit to live who do not fear to die; and none are fit to die who have shrunk from the joy of life and the duty of life. Both life and death are parts of the same great adventure. Never yet was worthy adventure worthily carried through by the man who put his personal safety first. Never yet was a country worth living in unless its sons and daughters were of that stern stuff which bade them die for it at need; and never yet was a country worth dying for unless its sons and daughters thought of life not as something concerned only with the selfish evanescence of the individual but as a link in the great chain of creation and causation, so that each person is seen in his true relations as an essential part of the whole, whose life must be made to serve the larger and continuing life of the whole. Therefore it is that the man who is not willing to die, and the woman who is not willing to send her man to die, in a war for a great cause are not worthy to live.

(The Great Adventure, Theodore Roosevelt.)

6

The duties of citizenship are always equal to its rights. If I can hold a man to his contracts, I ought (I owe it) to pay my own debts; if I may worship as I please, I ought to refrain from persecuting another on account of his religion; if my own property is held sacred, I ought to regard the property of another man as sacred; if the Government deals fairly with me and does not oppress me, I ought to deal fairly with it and refuse to cheat it; if

I am allowed freedom of speech, I ought not to abuse the privilege; if I have a right to be tried by a jury, I ought to respond when I am summoned to serve as a juror; if I have a right to my good name and reputation, I ought not to slander my neighbor; if Government shields me from injury, I ought to be ready to take up arms in its defense.

(Adapted from The American Democracy, Forman.)

7

I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

(The American's Creed, William Tyler Page.)

QUESTIONS ON READINGS:

1. What are the duties of a soldier to his organization?
2. How are these duties also duties to his Government?
3. Was it Benjamin Franklin's duty as a citizen to go to the trouble of getting the people to cooperate in keeping the streets clean? Discuss.
4. How was this work done a hundred years later? Were they just as truly cooperating as in Franklin's time? How?
5. Was the young farmer in Illinois a good citizen? Was it his duty to invent a corn planter? Should a citizen do his best to improve living conditions of the community in which he lives? In the country at large? Should he be paid for his efforts? How much?
6. How does the Government protect the rights of an inventor?
7. What makes a nation great? How?
8. "The whole nation must be a team, in which each man must play the part for which he is best fitted." Is this true in times of peace as well as in times of war? Explain.
9. What do we mean when we say this is "our country"?
10. Why is a country not worth living in unless its sons and daughters are of that stern stuff which makes them die for it at need?
11. Compare Roosevelt's statement with that of Lyman Abbott in reading 3 of this lesson. In what ways do they agree?

12. Referring to reading 6—

(*a*) Should a citizen not pay his debts if he were unable to hold others to their contracts?

(*b*) If I am not permitted to worship as I please, should I persecute another on account of his religion?

(*c*) If the Government does not deal fairly with me and oppresses me, should I cheat it and deal unfairly with it?

(*d*) Are there other reasons why I should serve on a jury than that I have a right to be tried by a jury? If so, name them.

13. Classify the following as American or un-American, testing each classification by some fundamental principle:

(*a*) The people of a State choose as their governor a man who does not reside in the State.

(*b*) A town with a population of 500 has as many representatives as a city with a population of 100,000.

(*c*) A man seeks a title of nobility.

(*d*) A pupil seeks a medal awarded for scholarship.

(*e*) The State government controls the police force of a city.

(*f*) The State government controls the public schools of a city.

(*g*) The local government constructs roads.

(*h*) The Federal Government constructs roads.

(*i*) The State government constructs roads.

(*j*) A man always votes with his party.

(*k*) A man never votes at all.

(*l*) The legislature raises the salary of public employees.

(*m*) The executive raises the salary of public employees.

(*n*) A man contends that democracy is the worst form of government.

(*o*) A man is punished for contending that democracy is the worst form of government.

(*p*) A man is arrested for teaching the doctrine of Buddha.

(*q*) A legislator would not receive a request to enact a certain law.

(*r*) There was held a mass meeting at which the representatives of the people were requested to enact a certain law.

(*s*) There was held a mass meeting at which the representatives were commanded to enact a certain law.

(*t*) The legislature of a State passed a resolution denouncing the action of a foreign government?

(*u*) A law provides that the governor shall appoint the county commissioners.

(*v*) A law provides that the governor shall appoint the county judges.

(*w*) The Federal Government informed the drivers of its mail carts that they might drive at a speed greater than that permitted by the local authorities.

(*x*) A State made 40 years the age qualification for voting.

(*y*) A State made 17 years the age qualification for voting.

(*z*) A law forbids adults to be on the street after midnight.

(*aa*) A law forbids children under 12 years of age to be on the streets after 10 p. m.

(*bb*) A law forbids a group of men to organize as a political party.

14. If a person obeys all the laws of his country, has he fulfilled all his duties to his country? Explain.

XXXI

TEAM PLAY

NOTE TO INSTRUCTOR:

In our present industrial system it is not possible for an individual to make his own clothes, build his own home, and produce his own food. In the early colonial days practically all this work was done by each individual.

To-day people have specialized along various lines of work and as a result we usually find each individual doing that work which he is best fitted to do. In the performance of his particular task he must necessarily sell his services to others. The tailor, the baker, the carpenter, and the farmer all sell their services to others. Each has his particular job to perform. In this respect each individual works for millions and he in return has the services of millions at his disposal.

INTRODUCTORY QUESTIONS:

1. What makes a good football player? Why are signals used in the game? Does the fact that every player on the team is a star insure a strong team? Why?
2. In what respect is an army like a football team?
3. What makes an army strong?
4. Why did the Allies, during the World War, combine their forces under one leader?
5. Why did the Government take over the railroads during the war?
6. Why did it appoint a food administrator?

READINGS:

1

A woolen shirt, coarse and rough as it may appear, is the product of the labor of many hands. The shepherd, the wool comber, the dyer, the spinner, the weaver, and many others must join their different arts to make it. Merchants, shipbuilders, sailors, and teamsters must work to bring the various materials together. Even the drugs used by the dyer come from the corners of the earth. Miner, smith, and lumberman have had a part in making the shears with which the wool is clipped. If we examine the food, clothing, house, furniture, and tools used by the wearer of the woolen shirt, and consider the large number of people who have aided in the production,

we shall begin to see that each one has an army of people working for him, and that he in turn works for a great many people, the most of whom he will never see.

2

LETTER TO A COAL MINER.

TIPTON, IOWA, *November 14.*

EDITOR OF THE TRIBUNE.

I live out on the prairie, 40 miles from nowhere. Talk about being a lone worker in a coal mine! I worked all day in the boiling hot sun and half the night to raise and harvest food to keep your wife and babies from starving. My good wife worked with me when she was able and helped me care for the live stock, and milked the cows evenings so I could work longer in the fields to help feed you and yours. I did not even take my coal from town lest some of your food be wasted. When I thought to make a big profit on my wheat our Uncle Samuel comes along and fixes the price. I take my medicine. No talk about autocracy or class legislation or an eight-hour day. It was my duty to my country, etc.

Now, Mr. Coal Miner, the cold wave is upon us. My wife is confined to her bed, and please remember it is just as hard for me to watch my wife and babies freeze or die from the cold as for you to watch yours die from hunger. Talking of hardships in this life of ours, such as being deprived of fresh air and sunshine in a coal mine, I would, indeed, welcome a little of your coal-mine shade during the harvest and your shelter from the winter's blasts when during a blizzard I am trying to get your food to market and haul home a load of coal, if it were possible for me to get any, which is not the case at the present writing. And how many times I have envied you your short hours when, after a hard day's work, I had to sit up all night with the live stock. You wouldn't last half as long in a western blizzard as I would in an eastern coal mine.

But I have a good comeback. My corn is still in the crib. I can use it to better advantage for fuel than you can use your coal for food. I do not say what I will do, for it is against the law of our land to burn foodstuff, but if it comes to the "survival of the fittest" we can all take a hand.

Still trusting that you will see your error and go to work to get me some coal before I am forced to burn up your food, I am,

Yours truly,

FARMER JOHN.

3

Letter to Farmer John.

Harrisburg, Ill., *November 17.*

Editor of the Tribune.

I live in the heart of the southern Illinois coal field, Egypt, the land of coal and corn, of which I have none.

When you were working all those days in the boiling hot sun, which the Almighty was so good to send down so that your crops would mature, I was supplied with only 37 days of work throughout the 77 working days of the summer.

My good wife helped me all she could. She could help only by saving and skimping that the little sum of money we had laid by for a rainy day might not dwindle to nothing.

I did not take a day off for fear the mine would work and I would lose a day.

You did not take a day off to handle your coal; all the newspapers were asking that everyone put in some coal and help the miner through the dull months.

You did not care at that time about the miner. Your whole soul was in your work and a big profit, but along comes our Uncle Sam, who sets a price that is fair, give you a good profit; instead of you hauling your corn to market at this price, you store it in the crib, and from the face you make the medicine is bitter.

You say you do not talk of hours, etc.

Farmer John, you bawled as like unto a calf bit in the flank by a bull pup against the daylight saving plan. Now, Mr. Farmer, a cold wave is upon you, and you alone are responsible if your wife and little ones suffer from the want of coal.

You neglected them for a few dollars and cents that you gained by reason of not hauling your coal when the same was to be had, and if the weather in Iowa ever gets as cold as your heart, I pity the hogs.

As for the short hours we work, every moment in those eight hours is work—no riding of sulky plows, binders, or tractors.

As for your sitting up all night with the live stock, I must say they had some company. Or is it possible to see them grow by night?

Yes, John, you have a good comeback—you can burn corn for coal. You state that you will not say what you will do; but from those words you have already said I am convinced that not an ear of corn will be removed from the crib until you see that big profit.

Coal mined by the striking miners will be the only fuel your wife and little ones will see.

Miner Joe.

4

To Farmer John and Miner Joe.

Perhaps if you two quarrelsome men would arrange to have a meeting and talk over your troubles in general, you could find some way to avoid them. The thing for the farmer to do is to put himself in the miner's shoes, and then he could see what troubles the miner has, and the miner do the same. You are dependent on each other, and the sooner you realize that, the better it will be for all concerned. You should work together and try to help one another, instead of seeing how disagreeable you can make life for each other.

Dewey Ferguson,
Battery F, Eleventh Field Artillery.

From The Public to Miner Joe and Farmer John.

Rockford, Ill. (Camp Grant), *March 12, 1920.*

I live in the heart of a little hamlet called Rockford, and I read your letters with much interest but find that you are both in the wrong.

Suppose you lived in a town where you worked in a machine shop making picks and shovels for the miner and plows for the farmer and you stopped work, do you realize the miner could not work for lack of tools and the farmer could not either?

You see that you both would be deprived of your means of living and would be up against it.

Trusting you will arrange to settle this soon, I remain,

Yours truly,

The Public.
D. W. Bouvier.

Questions on Readings:

1. How do many hands aid in making a woolen shirt?
2. How does the miner help to furnish the shirt? The lumberman? The smith?
3. In what respects are the makers of the woolen shirt like the players on a football team?
4. Explain how each one of these workers has an army of people working for him.
5. In what respect then are we all members of a great social industrial team?
6. Are Farmer John and Miner Joe members of this team? Explain.
7. Why did Farmer John not dig his own coal and Miner Joe grow his own food?

8. What are the advantages of having one dig coal while the other grows food for both?

9. Under what conditions is this arrangement safe?

10. What did Farmer John and Miner Joe need besides food and coal to go on with their work?

11. Explain how they had an army of people working for them.

12. Suppose Miner Joe refuses to dig coal and Farmer John burns his corn, how will this affect other members of the team?

13. In our great industrial and social game, you work for millions and millions work for you. What part does the teacher play? The physician? The musician? The machinist? The street sweeper? The lawyer? The statesman? The soldier?

XXXII

MAKERS OF THE FLAG

NOTE TO INSTRUCTOR:

Each individual's work is his own contribution toward the making of our country. Devotion to the welfare of one's country is shown in the manner in which we perform our work. Devotion of this kind is not based upon sentimental fervor, but has a substantial foundation which is a true understanding and not a vague feeling.

INTRODUCTORY QUESTIONS:

1. Why do workers take pride in turning out a good piece of work?
2. In what sense is the quality of the work of each individual of great importance to his country?
3. How does the attitude of each individual toward his work affect the group of workers?
4. How do the attitudes of a people determine the policies of their nation?
5. In what sense is patriotism a willingness to do one's work honestly?

READING:

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say, "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a Member of Congress, nor even a general in the Army. I am only a Government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Fag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of 10,000,000 peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working."

Then came a great shout from The Flag.

"The work that we do is the making of the flag.

"I am not the flag, not at all. I am but a shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart-breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the Constitution and the courts, statutes, and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday, and the mistake of to-morrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this Nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag, and it is well that you glory in the making."

(The Makers of the Flag, by Franklin K. Lane.)

Questions on Reading:

1. In what sense is one who performs his work honestly a maker of the flag?
2. How can a man's devotion to this country be judged by the manner in which he performs his daily tasks?
3. How had the Government clerk helped in making the flag?
4. In what respect is the work of the boy in the corn club similar to the work of the President in making 10,000,000 Mexicans happy?
5. How can the work of the mother in Michigan in striving to give her son an education be similar to the work of Congress?
6. What does the flag stand for?

XXXIII

THE FUNCTION OF THE ARMY

NOTE TO INSTRUCTOR:

This discussion on the function of the Army is designed to bring out the fundamental ideas of the course as a whole. The instructor should emphasize any other points in the course that he considers of outstanding importance.

QUESTIONS:

1. Do we need more or less protection to-day than the pioneer needed? Explain.
2. Would we need policemen to regulate traffic at busy corners if every driver wanted to drive right? Explain.
3. Would we need laws and regulations in the United States if everybody wanted to do right?
4. How does the Army help to enforce the law?
5. Why do we expect the policeman to be more law-abiding than the average citizen? If they do not obey the law, can we expect them to enforce it? Explain.
6. Can a soldier who does not obey the laws of the country be depended upon to defend them? Explain.
7. How is a soldier one of the "Makers of the Flag"?
8. What service is rendered by the Army?
9. To whom does the Army owe allegiance?
10. In Japan it is the Emperor's Army; in England it is the King's Army. Whose Army is it in the United States?
11. A democracy is a government by the people. The citizens of a democracy grow in experience and in intelligence by governing themselves. Do the citizens of all nations have this opportunity for growth? Explain. What would become of the freedom of the people in America to decide their own affairs and solve their own problems if they did not defend that freedom?
12. What is meant by American freedom?
13. How was freedom in America won?
14. How can American freedom be preserved?
15. How can the soldier in the Army do his part as a good citizen?
16. What is the function of the American Army?

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